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ABSTRACT

Designed to aid classroom teachers in providing dynamic nutrition instruction to children in elementary schools, this SNACK Pack project (School Nutrition Activity Curriculum for Kids) provides a coordinated instructional plan to facilitate the integration of nutrition and related health and consumer education concepts as part of the elementary curriculum. It is structured so that teachers have the responsibility of selecting learning objectives and activities which best meet the needs, interests, and abilities of the students to be served. The manual is divided into three sections according to grade levels (grades K to 2, grades 3 to 4, and grades 5 to 6). Each is colored for easy reference. Ten to twelve activity-centered units comprise each level and include basic concepts, objectives, learning activities, resources, and suggestions for subject area integration. For ease of implementation, teacher reference activity sheets, student evaluation devices and activity sheets are included. A reference section is also provided for the teacher to review basic nutrition concepts before initiating instruction. (Author/MP)

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snack pack

School Nutrition Activity Curriculum for Kids

Grades K- 6

SNACK Pack

School Nutrition Activity Curriculum for Kids

Health/Nutrition Education Project
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INTRODUCTION

Good nutrition plays a vital role in assuring proper health and performance in one's day to day activities. A child's early experiences with food will greatly affect his attitude about selecting a wide variety of food and his understanding of good daily nutrition. The recognition of the importance of developing good eating habits must be formed at an early age in order to acquire a poisitive attitude about food and its affect on good health.

Oftentimes, teachers and parents alike seek assistance in providing a sound nutrition background for young children. The search for a realistic means to establish or improve a child's nutritional habits has led to the implementation of a Health and Nutrition Education Project in Allegheny County.

One of the most far-reaching results of the ESEA Title IV-C Health and Nutrition Education Project has been the development of SNACK Pack - School Nutrition Activity Curriculum for Kids. The intent of this curriculum is to aid the classroom teachers in providing dynamic nutrition instruction to children in elementary schools. SNACK Pack provides a coordinated instructional plan to facilitate the integration of nutrition and related health and consumer education concepts as part of the elementary curriculum. It is structured so that the teachers have the responsibility of selecting learning objectives and activities which best meet the needs, interests, and abilities of the students to be served. Effective use of the curriculum will involve incorporating the cooperative efforts and support of school health professionals, parents, and the local community.

The manual is divided into three sections according to grade levels. Each is color-coded for easy reference. Ten to twelve activity-centered units comprise each level and include basic concepts, objectives, learning activities, resources, and suggestions for subject area integration. For ease of implementation, teacher reference activity sheets, student evaluation devices and activity sheets are included. A reference section is also provided for the teacher to review basic nutrition concepts before initiating instruction.

As a supplement to SNACK Pack, a collection of recipes entitled, What's Cooking?, can be used as a reference in planning classroom food experiences. Hopefully, these experiences will open a child's world to a greater variety of food choices resulting in better nutrition.

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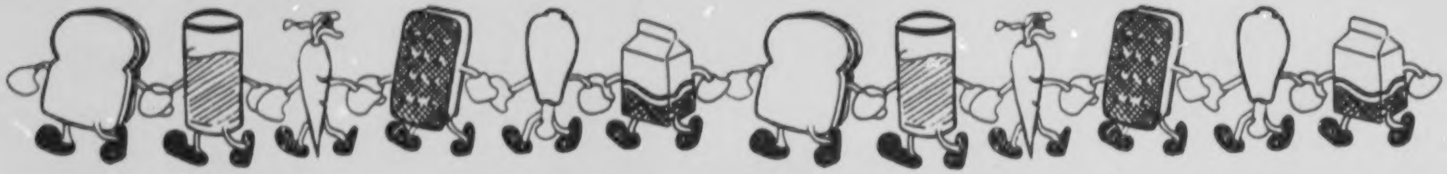

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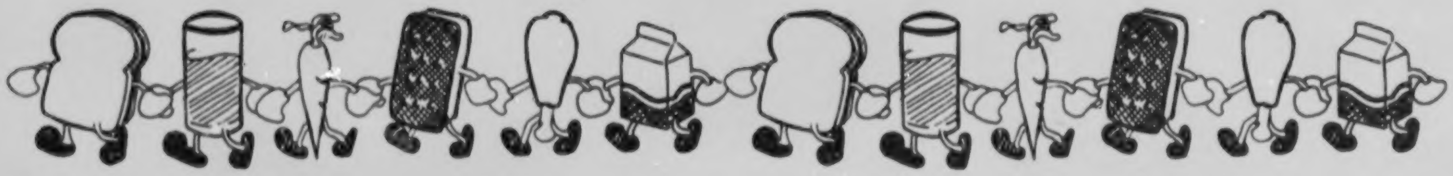


CONCEPTUAL FRAMEWORK FOR NUTRITION EDUCATION

The 1969 White House Conference on Foods, Nutrition and Health identified a Conceptual Framework for Nutrition Education. This Framework provides a foundation for organizing and developing nutrition learning experiences in the schools and has been used as a reference for this project. The following statements represent the efforts of this conference.

1. Nutrition is the process by which food and other substances eaten become you. The food we eat enables us to live, to grow, to keep healthy and well, and to get energy for work and play.

2. Food is made up of certain chemical substances that work together and interact with body chemicals to serve the needs of the body.
   a. Each nutrient has specific uses in the body.
   b. For the healthful individual the nutrients needed by the body are usually available through food.
   c. Many kinds and combinations of food can lead to a well-balanced diet.
   d. No natural food, by itself, has all the nutrients needed for full growth and health.

3. The way a food is handled influences the amount of nutrients in the food, its safety, appearance, taste, and cost; handling means everything that happens to food while it is being grown, processed, stored, and prepared for eating.

4. All persons, throughout life, have need for about the same nutrients, but in varying amounts.
   a. The amounts needed are influenced by age, sex, size, activity, specific conditions of growth, and state of health, altered sometimes by environmental stress.
   b. Suggestions for kinds and needed amounts of nutrients are made by scientists who continually revise the suggestions in light of the findings of new research.
   c. A daily food guide is helpful in translating the technical information into terms of everyday foods suitable for individuals and families.

5. Food use relates to the cultural, social, economic, and psychological aspects of living as well as to the physiological
   a. Food is culturally defined.
   b. Food selection is an individual act but is usually influenced by social and cultural sanctions.
   c. Food can be chosen so as to fulfill physiological needs and at the same time satisfy social, cultural, and psychological wants.
   d. Attitudes toward food are a culmination of many experiences, past and present.

6. The nutrients, singly and in combinations of chemical substances simulating natural foods, are available in the market; these may vary widely in usefulness, safety of use, and economy.

7. Foods play an important role in the physical and psychological health of a society or a nation just as they do for the individual and the family.
   a. The maintenance of good nutrition for large units of society involves many matters of public concern.
   b. Nutrition knowledge and social consciousness enable citizens to participate intelligently in the adoption of public policy affecting the nutrition of people around the world.

NUTRIENT FACT SHEET

Nutrients are important chemical substances that work together and interact with body chemicals to perform one or more of the following functions . . . . . build, repair and maintain body tissues . . . . . regulate body processes . . . . . furnish fuel for energy.

Each nutrient has certain jobs to do in the building, maintenance and operation of the body. These jobs cannot be done by any other nutrient-an extra supply of one nutrient cannot be substituted for the lack of another. There are also many jobs to be done in the body that need nutrients to work together as a team. Each member of the team cannot perform its job unless all others are present in the right amounts.

There are six classes of nutrients-Protein, Carbohydrates, Fat, Vitamins, Minerals and Water which are available from foods. It is the nutrients in food, not specific foods, which are needed by the body. No one food can supply all the nutrients needed by the body. Therefore, it is essential for us to eat a variety of different types of food each day.

Nutrition scientists have established that approximately fifty nutrients are needed by the human body. Ten of these fifty are considered "leader nutrients". If adequate amounts of the ten leader nutrients are obtained in the daily diet, the other vital nutrients will most likely be consumed in sufficient amounts to satisfy body needs. For the convenience of the consumer, these leader nutrients are listed on the information panel of the nutrition label.

The following charts are a convenient reference to aid you in answering questions about the function and important food sources of the essential leader nutrients and other important nutrients.

Leader Nutrients	Important Sources	Important Functions
Protein	Meat, Poultry, Fish Dried Beans and Peas Egg Cheese Milk	Builds and repairs all tissues Helps build blood and form antibodies to fight infection Supplies energy
Carbohydrate	Cereal Potatoes Dried Beans Corn Bread Sugar	Supplies Energy

Leader Nutrients	Important Sources	Important Functions
Fat	Shortening, Oil Butter, Margarine Salad Dressing Sausages	Supplies large amount of energy in a small amount of food Helps keep infant's skin healthy by supplying essential fatty acids Carries vitamins A, D, E and K
Vitamin A (Retinol)	Liver Carrots Sweet Potatoes Greens Butter, Margarine	Helps keep skin clear and smooth Helps keep mucous membranes firm and resistant to infection Helps prevent night blindness and promote Healthy eyes Helps control bone growth
Vitamin C (Ascorbic Acid)	Broccoli Orange Grapefruit Papaya Mango Strawberries	Helps make cementing materials that hold body cells together Helps make walls of blood vessels firm Helps in healing wounds and broken bones Helps resist infection
Thiamin (B_1)	Lean Pork Nuts Fortified Cereal Products	Helps promote normal appetite and digestion Helps keep nervous system healthy and prevent irritability Helps body release energy from food
Riboflavin (B_2)	Liver Milk Yogurt Cottage Cheese	Helps cells use oxygen Helps keep eyes, skin, tongue and lips healthy Helps prevent scaly, greasy skin around mouth and nose
Niacin	Liver Meat, Poultry, Fish Peanuts Fortified Cereal Products	Helps keep nervous system healthy Helps keep skin, mouth, tongue, digestive tract in healthy condition Helps cells use other nutrients

Leader Nutrients	Important Sources	Important Functions
Calcium	Milk, Yogurt Cheese Sardines and Salmon with Bones Collard, Kale, Mustard and Turnip Greens	Helps build bones and teeth Helps blood clot Helps muscles and nerves to work Helps regulate the use of other minerals in the body
Iron	Enriched Farina Prune Juice Liver Dried Beans and Peas Red Meat	Combines with protein to make hemoblobin, the red substance in the blood that carries oxygen to the cells

Water is also an essential and important nutrient. Water is necessary for all digestive processes and it helps in carrying nutrients to cells and waste products away, in building tissue and regulating body temperature: Food sources-Water, Coffee, Tea, Milk, Fruit Juice, Soup, Fruit and Vegetables.

Other Important Nutrients	Important Sources	Important Functions
Vitamin D The Sunlight Vitamin	Vitamin D Milk Fish liver oils Sunshine on skin (not a food)	Helps absorb calcium from the digestive tract and build calcium and phosphorus into bone
Vitamin E	Vegetable oils Green leafy vegetables Whole grain cereals Wheat germ Egg yolk, butter, milkfat	Protects vitamin A and unsaturated fatty acids from destruction by oxygen Exact biochemical mechanism by which it functions still unknown

Other Important Nutrients	Important Sources	Important Functions
Vitamin B_6	Beef liver, pork, ham Soybeans, lima beans Bananas Whole grain cereals	Assists in red blood cell regeneration Helps regulate the use of protein, fat and carbohydrate
Folic Acid (Folacin)	Green, leafy vegetables Liver, dry legumes, nuts Whole grain cereals Some fruits, as oranges	Assists in normal blood formation Helps enzyme and other biochemical systems function
Vitamin B_{12}	Only in animal foods- Liver, meat, fish, shellfish Milk, milk products Eggs, poultry Vegetarian diets should include milk or a B_{12} supplement	Assists in the maintenance of nerve tissues and normal blood formation
Phosphorus	Milk and milk products Meat, poultry, fish, eggs Whole grain cereals Legumes	Combines with calcium to give bones and teeth strength Helps regulate many internal activities of the body
Iodine	Seafoods Iodized salt	Helps regulate the rate at which the body uses energy
Magnesium	Legumes, whole grain cereals Milk, meat, seafood Nuts, eggs Green vegetables	Helps regulate the use of carbohydrate and production of energy within the cells Helps nerves and muscles work

BASIC FOUR FOOD GROUPS
FACT SHEET

The Basic Four Food Group pattern is one guide to follow to provide a foundation for a nutritious and adequate diet. Each food group makes a special nutrient contribution which the body needs for growth, health and energy. Adjustments in amounts for children, teenagers and adults can easily be made in the number or size of servings. The recommended servings for an adult supplies 1200 Calories. The chart below is a quick and concise reference of the Basic Four Food Groups.

MILK GROUP		
2 Servings/Adults 4 Servings/Teenagers 3 Servings/Children	Calcium Riboflavin (B_2) Protein	Milk, Cheese, Cottage Cheese, Yogurt, Pudding and Ice Cream. Foods made from milk contribute part of the nutrients supplied by a serving of milk.
MEAT GROUP		
2 or More Servings	Protein Niacin Iron Thiamin (B_1)	Beef, Veal, Lamb, Pork, Variety Meats, Poultry and Eggs, Fish and Shellfish Dry beans and peas, soy extenders, and nuts combined with animal protein, or grain protein can be substituted for a serving of meat.
FRUIT AND VEGETABLE GROUP		
4 or More Servings	Vitamins A and C	All Fruits and Vegetables Dark green, leafy, or orange vegetables and fruit are recommended 3 or 4 times weekly for vitamin A. Citrus fruit is recommended daily for vitamin C.
CEREAL-GRAIN GROUP		
4 or More Servings	Carbohydrate Thiamin (B_1) Iron Niacin	Breads and Cereals, Crackers, Pasta, Rice, Cornmeal and Grits Whole grain, fortified, or enriched grain products are recommended.
OTHERS		
Carbohydrates Fat	Others not included in the Basic Four Food Group are foods such as fats, sweets, desserts and condiments. Amounts or servings should be determined by individual caloric needs. "Others" compliment but do not replace foods from the Basic Four Foods.	

NUTRITION LABELING FACT SHEET

Nutrition labeling is a program developed by the Food and Drug Administration to help the consumer identify the nutrient content of foods. It is required on foods that are enriched and fortified and foods for which a nutritional claim is made. Nutrition labeling for other foods is optional.

All nutrition information must appear in a standard format and, unless space does not permit, is a part of the label to the right of the principal display panel. Having the information always listed in the same order and location makes it easier to read and compare labels.

NUTRITION INFORMATION
(per serving)

Serving Size=1 cup
Servings per Container=2

Calories	110
Protein	1 Gram
Carbohydrate	25 Grams
Fat	1 Gram
Sodium (970mg/100gm)	275 milligrams

Percentage of U.S. Recommended
Daily Allowances (U.S. RDA)

Protein	2
Vitamin A	25
Vitamin C	25
Thiamine	25
Riboflavin	25
Niacin	25
Calcium	4
Iron	4

What's On The Label?

1. Nutrition information as per serving. The label gives the size of a serving. For example, one cup, two ounces or one tablespoon and tells how many servings are in the container.
2. The number of calories are listed, followed by the amounts in grams of protein, carbohydrate and fat.
3. The lower portion of the label shows the percentage of U.S. RDA for protein and seven vitamins and minerals provided in one serving and must appear in the same order as on the sample label.
4. Twelve other vitamins and minerals may also be listed.
5. Listing percentage of calories from fat, amounts of fatty acids, cholesterol and sodium is optimal.

Use Nutrition Labels To:

1. Identify foods which are a major source of a specific nutrient.
2. Compare the nutrient content of different brands and foods.
3. Choose foods which provide the best nutritional value for the money spent.
4. Choose foods which provide the best nutritional value for the calories consumed.
5. Plan more nutritious meals.
6. Select food for special diets recommended by physicians, such as low sodium or low cholesterol.

U.S. RDA FACT SHEET

The United States Recommended Daily Allowances (U.S. RDA) are amounts of protein, 19 vitamins and minerals set by the Food and Drug Administration in 1973 as a revision of the Minimum Daily Requirements (MDR) and utilizing the National Research Council-Recommended Dietary Allowances as a base. The RDA table has been condensed to four categories: infants, children under four, adults and children over four and pregnant or nursing women.

The United States RDA is set at generous levels in order to provide a considerable margin of safety for most people above minimum body needs for most nutrients. These allowances are guides to the amounts of protein, vitamins and minerals a person needs each day to stay healthy.

Nutrition labels list United States RDA's by percentage per serving of food for eight or more nutrients. For example, if a nutrition label states "Vitamin A-10" that means a serving of food contains 10 percent of the United States RDA for Vitamin A. The nutrient intake from a day's food should approach 100 percent of the United States RDA.

The chart below shows what the United States RDA is for specific nutrients. The first eight nutrients listed must appear on nutrition labels. The listing of other nutrients is optional.

Vitamins, Minerals and Protein	Unit of Measurement	Infants	Adults and Children 4 or More Years of Age	Children Under 4 Years of Age	Pregnant or Lactating Women
Protein*	Grams	18	45	20	
Vitamin A	International Units	1,500	5,000	2,500	8,000
Vitamin C	Milligrams	35	60	40	60
Thiamin	Milligrams	0.5	1.5	0.7	1.7
Riboflavin	Milligrams	0.6	1.7	0.8	2.0
Niacin	Milligrams	8.0	20	9.0	20
Calcium	Grams	0.6	1.0	0.8	1.3
Iron	Milligrams	15	18	10	18
Vitamin D**	International Units	400	400	400	400
Vitamin E	International Units	5.0	30	10	30
Vitamin B_6	Milligrams	0.4	2.0	0.7	2.5
Folic Acid	Milligrams	0.1	0.4	0.2	0.8
Vitamin B_{12}	Micrograms	2.0	6.0	3.0	8.0
Phosphorus	Grams	0.5	1.0	0.8	1.3
Iodine	Micrograms	45	150	70	150
Magnesium	Milligrams	70	400	200	450
Zinc	Milligrams	5.0	15	8.0	15
Copper	Milligrams	0.6	2.0	1.0	2.0
Biotin	Milligrams	0.5	0.3	0.15	0.3
Pantothenic Acid	Milligrams	3.0	10	5.0	10

*If protein efficiency ratio of protein is equal to or better than that of casein, U.S. RDA is 45 g. for adults, 18 g. for infants, and 20 g. for children under 4.

**Presence optional for adults and children 4 or more years of age in vitamin and mineral supplements.

NUTRITION LEARNING CENTER IDEAS

A Learning Center is a section of your classroom set aside and equipped for students to complete pre-planned individual or small group activities relating to a specific topic or area of instruction. Learning Centers can be an outlet for a variety of activities and learning experiences. A Learning Center can be planned as a tool to arouse or maintain student interest, an individually contracted unit or a total education unit. Organization and planning on the teacher's part initially, are the keys to a Learning Center's success. Very careful identification of objectives and suitable activities are essential for a good Learning Center. If the Learning Center system is new to your students, take the time to explain how it will function, how to keep records, the means of evaluation, and just what is expected behavior-wise and academically.

Clear, precise directions for each suggested activity will enable the students to complete the task by himself. Activities should be suggested which are for an individual, partners, or a small group to complete as well as varied in difficulty to meet the student's ability level. In each center it is essential to include: (1) all needed supplies or equipment to complete the activity and (2) explicit directions printed clearly or typed for each activity (a 5" x 7" notecard is usually sufficient when protected with clear contact paper).

It will be necessary for the teacher or student helper to check each morning or day to make sure each station is in order with all the necessary equipment and materials. Color coding each different station is a means of keeping materials and equipment in the right center. Providing plastic containers or boxes for game pieces, tapes, experiment equipment, or filmstrips is also helpful.

Students may be responsible for recording activities completed on an individual record sheet. The record sheet may also include the dates for planned group activities such as viewing a movie, guest speaker, or required readings and reports. Each student will be responsible for his own record sheet of class activities which helps to develop independent work habits. It also provides an opportunity for the student and teacher to work together to develop better work habits.

It might also be helpful for students to compile a list of rules to follow while working in the learning stations. Post rule signs to remind students. Helpful hints:

1. Take turns with materials.
2. Clean-up when finished working.
3. First read directions, then follow carefully.
4. Finish one activity before beginning another activity.

NUTRITION LEARNING CENTER IDEAS

1. Viewing Center

This center provides an opportunity for the student to view different filmstrips related to foods and nutrition in order to reinforce concepts. If desired, have students write a summary report or answer specific questions typed on 5" x 7" notecards about the filmstrip viewed.

Materials Needed:
1. Filmstrip projector
2. Cassette tape recorder
3. Variety of filmstrips

2. Listening Center

This is a beneficial activity designed for a good listener but a poor reader. Have available on tape different messages related to foods and nutrition or record some of the different stories from books or pamphlets. If possible, have available for the student a copy of the book or pamphlet to follow while listening to the tape. Questions relating to the tapes or student writtenreports may be added.

Materials Needed:
1. Cassette tape recorder/Tape recorder (reel to reel)
2. Assortment of tapes and booklets

3. Reading Center

This center is a means for students to read, to reinforce nutrition concepts learned during a lesson or unit, to find out more information, and to enjoy themselves.

Arrange a collection of booklets, pamphlets, and books collected from the school library in an appealing display. If desired, have available for the students question cards for each reading or instructions for an oral or written report.

Materials Needed:
1. A collection of booklets, pamphlets, and books relating to foods and nutrition or health concepts.

4. Media Center

This center provides an opportunity for the students to be creative, relating to foods, nutrition, and health concepts. With some of the suggested activities, specific directions will be most beneficial.

Suggestions:
1. Paper placemat
2. Foods booklet
3. Pasta product art
4. Nutrition/Health poster
5. Food picture collage
6. Script and props for puppet show
7. Riddles about foods
8. Script/Presentation-food product commercial

NUTRITION LEARNING CENTER IDEAS

4. Media Center (Continued)

Materials Needed:
1. Scissors
2. Rulers
3. Glue/paste
4. Construction paper
5. Paint/paint brushes
6. Crayons
7. Writing paper
8. Pens/pencils

5. Game Center

Arrange in an appealing way a variety of commercial or teacher-made learning games, puzzles, food card games, word scrambles, and fun activity sheets. Try to include several that involve questions and answers about health and nutrition which then can be used as a review before a quiz or test. Be sure to include specific directions and supply containers for all game pieces.

Materials Needed:
1. Learning games
2. Puzzles
3. Food card games
4. Word scrambles/crossword puzzles
5. Fun activity sheets

6. Experiment or Observation Center

This center provides an opportunity for the students to complete simple experiments relating to foods. Include an explicit direction card and data recording card for the student and arrange the experiments and equipment in a box or container. Excellent teacher reference for ideas: Science Experiments You Can Eat, by Vicki Cobb.
Cup and Saucer Chemistry, by Nathan Shalit.

Suggestions:
1. Bread Experiment
2. Clean Hand's Experiment
3. What's in Food - Nutrient Testing
4. How Plants Grow (seed planting)

STUDENT RECORD SHEET

Suggested Guidelines for Devising Student Record Sheets

I. Suggested Format for Student Record Sheet When The Teacher Assigns Specific Activities For Individual Students.

I, ____________________, agree to compile the following activities:

1. Two activities in the Reading Center
2. One partner or small group activity in the Game Center
3. Two activities in the Media Center

Date	Learning Center	Activity	Teacher Check

II. Suggested Format When Students Choose Their Own Activities in Each Learning Center with the Teacher Checking Work Upon Completion of the Activity.

Date	Learning Center	Activity	Partner/ Group Members	Teacher Check

STUDENT RECORD SHEET

Suggested Guidelines for Devising Student Record Sheet

III. Suggested Format For Student Record Sheet For Combination of Teacher Assigned Activities and Student Choice of Activities.

Viewing Center

Date: __________ Activity: ____________________

____

Listening Center

Date: __________ Activity: ____________________

____

Reading Center

Date: __________ Activity: Read Chapter 3

____

Experiment Center

Date: __________ Activity: Clean Hands Experiment

____

IV. The Student Record Sheet May Also be Set Up as a Daily Log.

Date: ________________ Center: ________________

Activity: ____________________________________

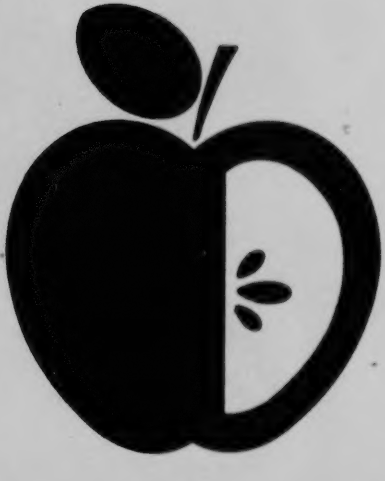
____

What I Learned: ______________________________

____

____

____



LEVEL I

Grades K-2

UNIT A . . . FOOD TO GROW ON
UNIT B . . . FINDING OUT ABOUT FOODS
UNIT C . . . SUPER GROUPS FOR A SUPER YOU
UNIT D . . . THE MORNING WARNING: BREAKFAST COUNTS!
UNIT E . . . IT'S TIME TO EAT
UNIT F . . . THE SNACK RACKET
UNIT G . . . TOOTH TIME
UNIT H . . . HANDLE WITH CARE
UNIT I . . . MANNERS MATTER
UNIT J . . . SMART SHOPPING

UNIT A
FOOD TO GROW ON

BASIC CONCEPTS: Children grow the same way, but at different rates.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop a knowledge of how they grow by . . .			
. . . becoming aware of the physical changes which have taken place since infancy to present age.	Invite children to bring baby pictures of themselves to class. Teacher-initiated discussion of how children have changed from their baby pictures to the present.	Baby pictures of classroom children or baby pictures cut from magazines. Can be arranged as a bulletin board or other display.	Science-physical changes, size, etc.
	Compare clothing sizes from infancy to present.	Samples of infant's and children's clothing.	Science-physical changes, sizes, shapes.
	Trace the form of a child lying down on large pieces of paper. The child's self-concept can be enhanced by talking to him about the "image" he has drawn. These can be taken home by the children or put away for a few months and then compared to a more recent drawing.	Large pieces of paper (butcher paper or plain wrapping paper) crayons or felt markers.	Science-shapes and sizes. Art-use of basic materials.
	Develop an experience chart or story which will state and explain the growth differences of each child and how they have changed.	Can be written and read by children on large, lined, chart paper or enacted with puppets or prepared as a short skit or play.	Language skills-vocabulary and composition.

BASIC CONCEPTS: Children grow the same way, but at different rates.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Have children complete cutting, pasting, and coloring the activity master, "When I Grow" to help explore the changes in body size as a child grows.	"When I Grow," Activity Master #2, McDonalds Nutrition Action Pack, Box 2594, Chicago, IL 60690.	Health-child growth and development. Art-basic skills.
	Have children complete the Activity Master, "Growing," from Energize at Sunrise manual.	"Growing," Activity Master #1, Energize at Sunrise, Nutrition Education Unit, Kelloggs Company, Battle Creek, MI 49016.	Health-child growth and development.
	View films and filmstrips relating to a child's growth and development.	Film-"How Do You Know You're Growing Up," ABC Media Concepts, 1330 Avenue of the Americas, New York, NY 10019. Film-"Living and Growing," Dairy Council. Film-"Be Healthy! Be Happy!", Dairy Council.	
	FOLLOW-UP ACTIVITIES:		
	Trace the form of the child later in the school year and compare to original tracing.	Large pieces of paper (butcher paper or paln wrapping paper), crayons or felt markers.	
	Design an animal cafeteria or window birdfeeder. Find out what small animals such as rabbits, birds, squirrels like to eat (individual or small group		

BASIC CONCEPTS: Children grow the same way, but at different rates.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	projects) and provide these items in an outdoor feeding station. Record such data as how many animals appear each day, what time do they usually appear, what kinds of animals appear, and what changes in growth and physical appearance do they show. This can be turned into an excellent science study. The activity will be limited to classrooms found in areas where wildlife is available.		

BASIC CONCEPTS: All living things need food for health, growth, and activity.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop an understanding that food is needed for health, growth, and activity by . . .			
. . . verbally identifying physical changes which have taken place since infancy to present age.	Talk about how the children have changed since infancy. What is different about their size, shape and physical features? Lead discussion to conclude that all these changes have taken place because food has helped the body grow and develop.	Magazine pictures of infants and young children.	Science-physical changes. Health-growth and development.
. . . stating three reasons why our body needs food.	Talk about the foods babies eat and the food children eat. Show examples of baby foods. Compare the baby food to the food the children are eating now. Are the foods the same or different? Lead the children to conclude that the form is different but the foods are the same. Relate to just as babies need food to grow and be healthy, so do children and adults.	Examples of baby foods and similiar food children eat. Teacher Reference-Literature available on infant nutrition from: Red Cross, Allegheny County Chapter, 200 Fourth Avenue, Pittsburgh, PA 15222. Allegheny County Health Department, Nutrition Services, 405 Jones Law Annex, 311 Ross Street, Pittsburgh, PA 15219.	Science-physical changes, human growth and development. Health-body's need for food.

BASIC CONCEPTS: All living things need food for health, growth, and activity.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Have students complete the Activity Master, "What Am I Made Of?" in order to further explain why our body needs food.	"What am I Made Of?" Activity Master #1, McDonalds Nutrition Action Pack, Box 2594, Chicago, IL 60690.	Science-general health body functions, food and energy needs.
	Read or tell a story which tells about all the different everyday actions of a young child.	Check local school library for current popular children's stories.	Science-general health body functions, food and energy needs.
	Discuss what things a child needs to grow and stay healthy. Use Dairy Council booklet by talking about each page and answering questions.	Dairy Council booklet, "Your Health-How Can You Help." Film-"Alexander Learns Good Health," Dairy Council. Film-"A Look At Your Health," Ideal Pictures, 3010 Harlem Road, Buffalo, NY 14226.	Science-general health body functions, food and energy needs.
	Use a picture series or magazine pictures which show a child's daily activities to illustrate why eating the right foods is so important. If available, compare with pictures of an undernourished child. Discuss physical differences in children and compare the diets of the two. Compare such differences as	Dairy Council picture series, "What We Do Day By Day," and booklet, "Your Health-How Can You Help."	

BASIC CONCEPTS: All living things need food for health, growth, and activity.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	eyes, facial expressions, body build, types of activities children are doing, etc.		
	Discuss why the body needs food by either viewing the slide series or reading the story, 'Dandelion-The Lion Who Lost His Roar."	Slide set or story-'Dandelion-The Lion Who Lost His Roar." DANDELION, 4165 Fowler Drive, Bellbrook, OH 45305. Use Activity Sheet #1, Dandelion, to accompany the story about Dandelion.	Science and Health-relationship between food needs to growth, energy, and health.
	Care for a pet in the classroom and/or set up a demonstration feeding experiment to show the effects of food on the behavior and physical appearance of animals.	"Animals as a Tool for Teaching Nutrition," H306.014-P, Nutrition Consultant Office, Health Regional Offices, Pennsylvania State Office Building, 300 Liberty Avenue, Pittsburgh, PA 15222.	Science and Health-relationship between food needs to growth, energy, and health.
	Have children design and execute a captioned health poster. Display the finished posters throughout the school or lunch room.	Construction paper, crayons, scissors, glue, cutout pictures, etc.	Science and Health-relationship between food needs to growth, energy, and health.
	FOLLOW-UP ACTIVITIES:		
	Invite a parent and an infant to the class several times during the school year and have children discuss changes of the infant.	Measurements can also be taken during each visit to record growth. Use photographs to illustrate physical changes.	

BASIC CONCEPTS: All living things need food for health, growth, and activity.

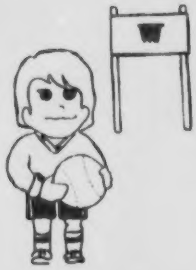
OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Have children keep an individual record of their height and weight during the school year.	Activity Sheet #2, Growth Record Chart.	

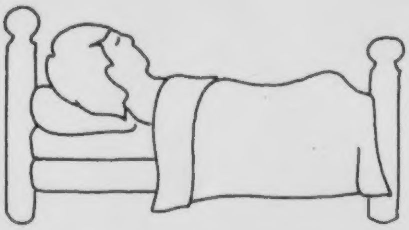
UNIT A-TEST

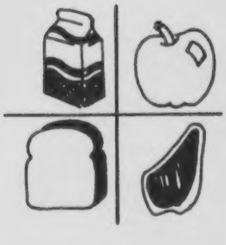
NAME________________________

DATE________________________

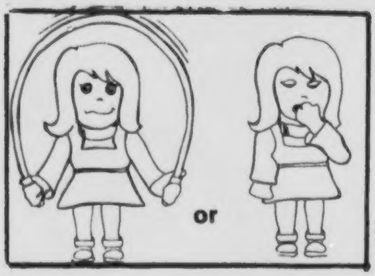
1. CIRCLE WHAT WE NEED TO DO TO GROW AND FEEL GOOD.

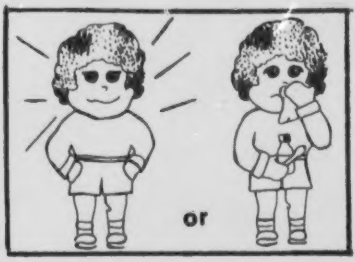


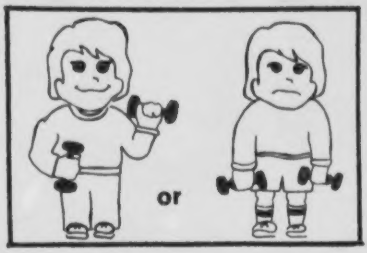




2. IN EACH GROUP OF PICTURES BELOW, CIRCLE THE ONE PICTURE WHICH SHOWS WHAT GOOD FOOD DOES FOR YOU.







3. DRAW 2 PICTURES

ME WHEN I WAS A BABY.

ME NOW.

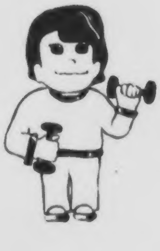
THERE ARE MANY REASONS WHY YOU EAT FOOD FROM THE BASIC FOUR FOOD GROUPS. DANDELION HAD TO BEGIN EATING THE RIGHT FOODS TO GET HIS ROAR BACK AND TO FEEL GOOD.

YOU ALSO NEED TO EAT THE RIGHT FOODS TO GROW AND TO FEEL GOOD. LET'S SEE WHAT ELSE DANDELION HAS TO TELL US. DANDELION SAYS WE NEED FOOD TO:

1. GIVE OUR BODIES ENERGY FOR WORK AND PLAY.

2. HELP OUR BODIES GROW.

3. HELP OUR BODIES BE STRONG AND HEALTHY.



4. HELP OUR BODIES REPAIR TIRED AND WORN PARTS.

ACTIVITY SHEET #2 GROWTH RECORD CHART

WHAT IS YOUR NAME?________________________

HOW OLD ARE YOU?__________

	SEPTEMBER	DECEMBER	APRIL
HOW TALL ARE YOU?	________	________	________
HOW MUCH DO YOU WEIGH?	________	________	________

WHAT IS YOUR NAME?________________________

HOW OLD ARE YOU?________

	SEPTEMBER	DECEMBER	APRIL
HOW TALL ARE YOU?	________	________	________
HOW MUCH DO YOU WEIGH?	________	________	________

UNIT B
FINDING OUT ABOUT FOODS

BASIC CONCEPTS: There are many foods which are good for us to eat.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become familair with a variety of food by . . .			
. . . identifying by name a series of at least 12 foods chosen by the teacher.	Collect pictures of familiar foods from magazines and incorporate them into posters, booklets, collages, jig-saw puzzles, etc. Students should tell what they know about these foods during class discussions. Introduce vocabulary or spelling words to describe the foods.	Dairy Council food models, magazines, newspapers, etc. Vocabulary or spelling word list.	Science-identification of a variety of foods. Language Arts-spelling and vocabulary.
	Write or read stories about food, expecially selecting types of food.	Local school library will have such stories as "Johnny Appleseed," "War and Peas," etc.	Language Arts-wriging skills
	Read food-related stories with children, use accompanying flannel board materials and puppet to initiate discussions of food choices.	"Ollie and the Orange," "Pedro's Gift to Ollie," "Paintpot McStroke's Masterpiece," and "Smile, Ralph, Smile." Flannel Board Stories, Sunkist Growers, Inc. P.O. Box 7888, Van Nuys, CA 91409.	Reading-listening skills.
	To reinforce familiarity with a variety of food names, have children complete worksheets about foods which include word scrambles, puzzles, picture search, matching exercises, and coloring sheets.	Activity Fun with Foods, American School Food Service Association, 4101 East Iliff Avenue, Denver, CO 80222. The Good Foods Coloring Book, USDA Food & Nutri. Ser. Washington, DC 20250.	Language Arts-spelling and vocabulary reading skills.

BASIC CONCEPTS: There are many foods which are good for us to eat.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Prepare a food alphabet or dictionary using pictures of food or food models. The whole class can make one large one or each student can make a smaller individual one. Either type of project will produce an excellent bulletin board or display idea.	A sample of a page from such a booklet can be found on Activity Sheet #3, Food Alphabet. Food models from the Dairy Council or magazine pictures can be used rather than original drawings.	Language Arts-alphabet and vocabulary.
	Children can identify foods from a "grab-bag" of food models, pictures, or empty containers. Have students collect these items themselves. Class may be divided into small groups or teams. The team or group which correctly identifies the most foods in a given time period will be the winners. If students are already familiar with the Basic Four food groups, they may also classify the food into the correct category. New or ethnic foods can be brought to the attention of the class.	Food models from the Dairy Council, magazine pictures, or empty food containers.	Language Arts-vocabulary and spelling. Science-identifying a variety of food.
	Visit a supermarket and discuss the different foods on display. Discuss community roles of bakeries, grocery stores, dairies, restaurants, etc.	Cooperation of local supermarkets or use "Talkstarters at the Store," by Scott Foresman Co., 99 Bauer Drive, Oakland, CA 97436.	

BASIC CONCEPTS: Willingness to try unfamiliar foods leads to a widening variety of food choices.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
The student will experience more willingness to try new or unfamiliar foods by . . .			
. . . tasting at least two foods which are new to them.	Have the class brainstorm ideas of factors which they feel influence their food tastes.	Activity Sheet #4, Part I-Circle Game, will give directions to play the game which is designed to help define food choices in the class.	Social Studies-cultural influences on choices. Language Arts-vocabulary for self-expression.
	Have the students vote on a food that has the most universal appeal for them (such as ice cream), and then compile a list of all the reasons they like it. Answer the questions, "What makes us like a food?" and discuss the student's answers.		Language Arts-vocabulary.
	Introduce a new or unfamiliar food by using the mystery can. Have the students feel and smell the unfamiliar food in the can. Students may want to guess the identity of the mystery food. Complete activity then have the students taste the new food and talk about what it tastes like and different ways this food can be eaten.	Activity Sheet #4, Part II-Mystery Can.	Science-use of senses. Language Arts-vocabulary. Social Studies-nationality foods. Health-increasing variety of food choices.

BASIC CONCEPTS: Willingness to try unfamiliar foods leads to a widening variety of food choices.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	A variation to the above activity would be to blindfold a student and ask him/her to identify foods by their smell. Same suitable food items would include peanut butter, pickles, catsup, lemon or orange slices, cabbage, etc. If suitable, taste the foods.		Science-use of senses.
	If possible, arrange for the foreign language teacher, exchange student, or parent to introduce an unfamiliar or nationality food. Plan for the children to taste the new food.	Cooperation of high school personnel or parent.	Social Studies-nationality foods.
	Prepare a tasting party for the class to experience together. Use some foods they may be familiar with and enjoy. Also try to introduce one or two foods which are unfamiliar to the children, or serve a familiar food in an unusual way.	Refer to "What's Cooking?" for recipe suggestions and preparation instructions. (The school lunchroom supervisor may be involved if she is available.)	General Health-variety of food consumption. Language Arts-following directions, reading skills. Science-use of senses.
	Plan cooperatively with the school lunch supervisor or director to introduce a new food which will be included in the lunch menu. Let the children taste small portions of the food several times before it is included in the menu. Approach with a genuine positive and	Cooperation of school lunch supervisor or director.	

BASIC CONCEPTS: Willingness to try unfamiliar foods leads to a widening variety of food choices.

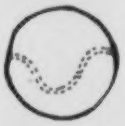
OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	enthusiastic attitude which hopefully will influence the child's acceptance of the new food. FOLLOW-UP ACTIVITIES: Help students prepare a display or notebook on "Foods New to Me". Use these foods with foods the children are familiar with in a tasting party situation. Encourage students to change their display or notebook when they have tried a new food. Have students begin to prepare their own class cookbook. As foods are prepared to tasting parties, students can make a graphic recipe and directions for each or selected items. Can be combined into a book and printed as a gift for parents, class project, etc.		

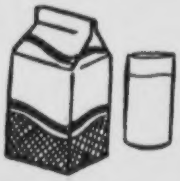
UNIT B-TEST

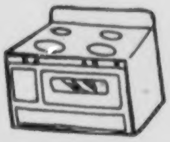
NAME______________________

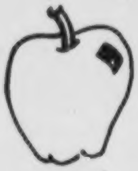
DATE______________________

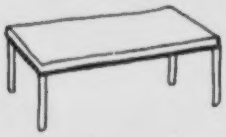
1. CIRCLE THE FOODS.

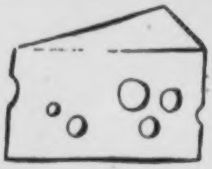




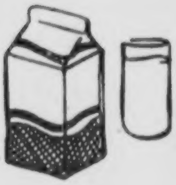


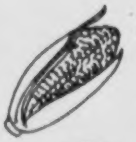


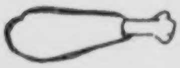




2. WRITE THE NAMES OF THE FOODS.

 ______________

 ______________

 ______________

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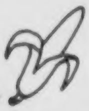
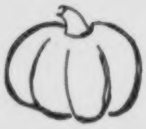
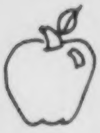
3. MATCH THE FOOD PICTURE WITH THE FOOD NAME.



BANANA

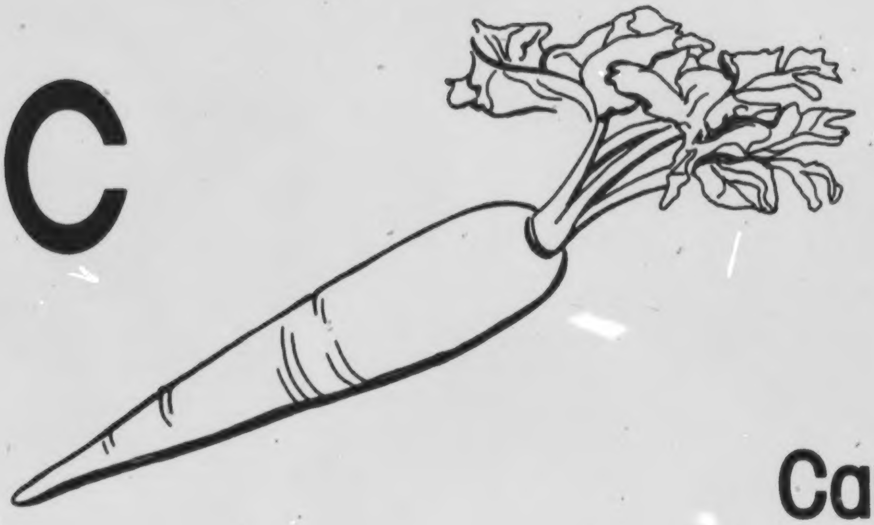


PUMPKIN



APPLE

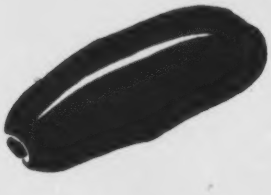
C



Carrot

A CARROT IS LONG AND SKINNY. CARROTS GROW IN A GARDEN. A CARROT IS THE ROOT OF A PLANT. CARROTS ARE GOOD TO EAT. THEY ARE CRUNCHY WHEN YOU BITE INTO THEM.

D



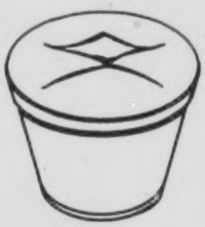
Date

A DATE IS A FRUIT. IT IS VERY SWEET TO EAT. DATES GROW ON TREES IN PLACES WHERE THE WEATHER IS ALWAYS WARM.

ACTIVITY SHEET #4

PART I-CIRCLE GAME

Each child is given 3 circles of colored paper: red, yellow, and blue. As the teacher holds up a food model, picture, or container: the child holds up one circle to indicate his "vote" or opinion: red if he likes the food, yellow if not, blue if he is unsure or unfamiliar with the food. This is a fun activity for children because of the element of expressing an opinion. It is also a good way for teachers to find out children's food likes and dislikes and use as a guide in planning tasting sessions.



PART II-MYSTERY CAN

A one, two, or three pound coffee can with a plastic lid is most suitable for this activity. Paint the can a bright color or cover it with contact paper.

The plastic lid should be placed on a hard surface, wrong side up. Slice through the plastic with a sharp utensil and cut from the center of the lid as if it were a pie. Cut only to within ½" of the edge of the lid.

Place the lid on the can. Children can put their hands through the sliced lid to feel items in the can, but cannot actually see inside the can. This idea works best with firm solid foods such as carrot, cauliflower, eggplant, cucumber, potato, or zucchini.

UNIT C
SUPER GROUPS FOR A SUPER YOU!

BASIC CONCEPTS: There are many foods which are good for us to eat.
Foods may be grouped in many different ways.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
The student will become familiar with a variety of nutritious foods by . . .			
. . . grouping foods by certain criteria which will result from class discussions of likenesses and differences in foods (not necessarily Basic Four food groups at this time).	Prepare a display or bulletin board with pictures or food models arranged according to groups of seasonal foods.	Dairy Council food models or magazine pictures.	Math-use of defined criteria to establish sets. Science-weather and climate.
	Discuss why some foods are available only as "seasonal" foods, during certain times of the year. (Children can look for these as they shop with their parents or check to see which foods are advertised in the paper.) Children may also brainstorm ways that technology has made it more possible for us to eat out-of-season foods.	Elementary science or social studies text.	Science-during a unit on weather and the seasons, this idea can be developed further.
	Prepare a food that is seasonal at the time of this unit, (Example: fresh strawberries, orange juice, or banana milkshakes).	Children's cookbooks. Refer to What's Cooking? Supplement to SNACK Pack.	Language Arts-reading a recipe, vocabulary and spell-
	Ask students to name their favorite food. Using food models or pictures, prepare a display or bulletin board by grouping each child's name (or picture) with his favorite food. Encour-	Dairy Council food models or magazine pictures.	Language Arts-reading, vocabulary, speech.

BASIC CONCEPTS: There are many foods which are good for us to eat.
Foods may be grouped in many different ways.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	age children to talk about these foods--when they eat it, how often, how it is prepared, who picks it out of the store, etc.		
	Make a bulletin board game of planting a garden. Construction paper can be made into rows for plants. Students "plant" the garden by identifying fruits and fruits and vegetables that grow as plants. What parts of a plant different foods come from (stem, root, leaf, flower, seed, fruit) and what is needed for growth. As each student answers correctly, he/she can add a plant (food model or picture) in the garden.	Activity Sheet #5, Parts of a Plant. Construction paper, scissors, magazine picture of food. Dairy Council food models. See How They Grow-Versatile Vegetable Chart, Green Giant Company, 5601 Green Valley Drive, Minneapolis, MN 55437. "How Plants Grow," Trend Enterprises, Inc., P.O. Box 3073 St. Paul, MN 55165.	
	Initiate a class discussion that will encourage students to begin grouping foods by certain categories. Example: animals give us meat, milk, eggs; plants give us fruits and vegetables; milk can be made into cheese; cereal and breads come from grain products, etc.	Filmstrip-"Nutrition For Little Children," Educational Activities Inc., P.O. Box 392, Freeport, NY 11520. Activity Fun With Foods, American School Food Service Association, 4101 East Iliff Avenue, Denver, CO 80222. Where Food Comes From, Dairy Counsil.	Science-knowledge of plant and animal kingdoms, where food comes from.

BASIC CONCEPTS: There are many foods which are good for us to eat.
Foods may be grouped in many different ways.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Using food models, pictures, empty food containers, or activity sheets, ask children to arrange foods by different types of groups--color, size, shape, packaging, source. Complete this activity several times so that a variety of sets are made. Gradually lead children to "sets" of the Basic Four food groups. After these sets are made, compare them to a Basic Four food chart.	"Test Your Food Power," National Livestock and Meat Board, 36 South Wabash Avenue, Chicago, IL 60603. Food Models, Eat the 3-2-4-4 Way!-Poster, Dairy Council. Magazine pcitures or empty food containers.	

BASIC CONCEPTS: The Basic Four is one guide to follow in selecting nutritious foods each day.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
The student will demonstrate competence in selecting nutritious foods by . . .		The following resources may be used for all the suggested activities:	
. . . becoming familiar with the Basic Four food group classifications and certain characteristics that foods in each group have in common.	Introduce the Basic Four food groups by explaining that this is one easy way for people to choose foods their bodies need for good health, growth, and energy. Talk about each food group seperately identifying the food group name, foods, recommended number of servings, and why your body needs it. The Basic Four includes Milk Group, Meat Group, Fruit and Vegetable Group, Cereal and Grains Group. Foods not found in these groups fit into the "other" foods because of little nutritional value.	Everyday Eat the 3-2-4-4 Way!-Poster or student leaflet; Your Health-How Can You Help-Student booklet; Food Models; Dairy Council. Dandelion-story booklet or slide series, DANDELION, 4165 Fowler Drive, Bellbrook, OH 45305. Four Food Groups-transperancy or Activity Master #5, Energize at Sunrise, Kellogg's, P.O. Box 9744, St. Paul, MN 55197. Activity Sheet #6, Student Activity Ideas.	Science/Health-classifying foods, Basic Four food groups, relationship of good eating/good health.
	As you talk about each food group, arrange to taste several foods from each group.		
	Talk about what the foods in each group have in common, fruits and vegetables come from plants; foods from the milk group are needed for growth.	Teacher Reference-"A Guide to Good Eating" and Food Models Guide, Dairy Council. Where Food Comes From, Dairy Counsil.	

BASIC CONCEPTS: The Basic Four is one guide to follow in selecting nutritious foods each day.

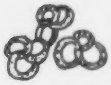
OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Have the students complete the activity sheets to reinforce familiarity with Basic Four food groups.	The Good Foods Coloring Book, USDA, FNS, Washington, DC 20250. Activity Master #4, Food Group Chart, McDonald's Nutrition Action Pack, Box 2549, Chicago, IL 60690.	
	View films and filmstrips related to the Basic Four food groups.	Filmstrip-"Nutrition/Basic Four," United Learning, 6633 West Howard Street, Niles, IL 60648. Film-"Four Food Groups, Avis Films, 2408 West Olive Avenue, Burbank, CA 91506.	
. . . identifying foods belonging to each of the Basic Four food groups.	Complete the Basic Four Fishing Activity to introduce or review classifying foods in the Basic Four food groups.	Activity Sheet #7, Basic Four Fishing; Activity Packet #1, Basic Four Food Groups.	
	Use food models or empty food containers and have the children practice classifying foods in the Basic Four food groups.	Food Models, Dairy Council. Empty food containers.	
	Talk about each food groups identifying the common foods found in each group.	Everday Eat the 3-2-4-4 Way! and Food Models, Dairy Council.	

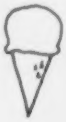
UNIT C-TEST

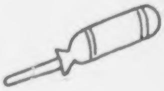
NAME________________________

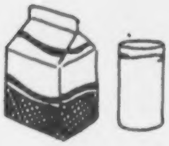
DATE________________________

1. CIRCLE THE FOODS THAT BELONG IN THE MILK GROUP.

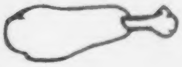

PRETZELS

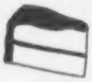

ICE CREAM

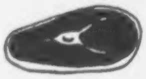

CANDY

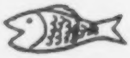

MILK

2. CIRCLE THE FOODS THAT BELONG IN THE MEAT GROUP.

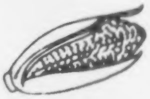

CHICKEN

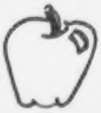

CAKE

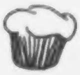

HAM

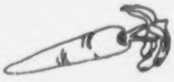

FISH

3. CIRCLE THE FOODS THAT BELONG IN THE FRUIT AND VEGETABLE GROUP.


CORN

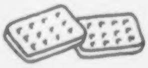

APPLE

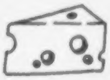

CUPCAKE

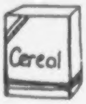

CARROT

4. CIRCLE THE FOODS THAT BELONG IN THE CEREAL AND GRAINS GROUP.

BREAD


WAFFLES


CHEESE



CEREAL

5. CIRCLE THE NUMBER OF FOODS YOU SHOULD EAT FROM EACH OF THE BASIC FOUR GROUPS EACH DAY.

MILK	3 OR 1
MEAT	2 OR 3
FRUIT AND VEGETABLE	1 OR 4
CEREAL AND GRAINS	2 OR 4

ACTIVITY SHEET #5 PARTS OF A PLANT

To the Teacher:

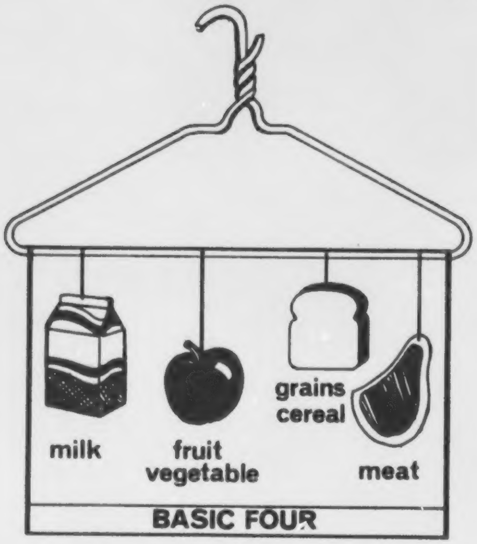
Explain that plants are an important source of food and that we eat different parts of different plants. Use an illustration or a real plant to identify the parts of a plant including fruit, flower, leaf, seed, root, and stem. Have the students name plant foods and decide which part of the plant each comes from. Using the food group headings, classify each food in its proper groups.

FRUIT	Apple Peach Pear
LEAF	Lettuce Spinach Cabbage
ROOT	Potato Carrot Radish
FLOWER	Broccoli Cauliflower
SEED	Peas Corn Beans
STEM	Celery Asparagus Mushrooms

ACTIVITY SHEET #6

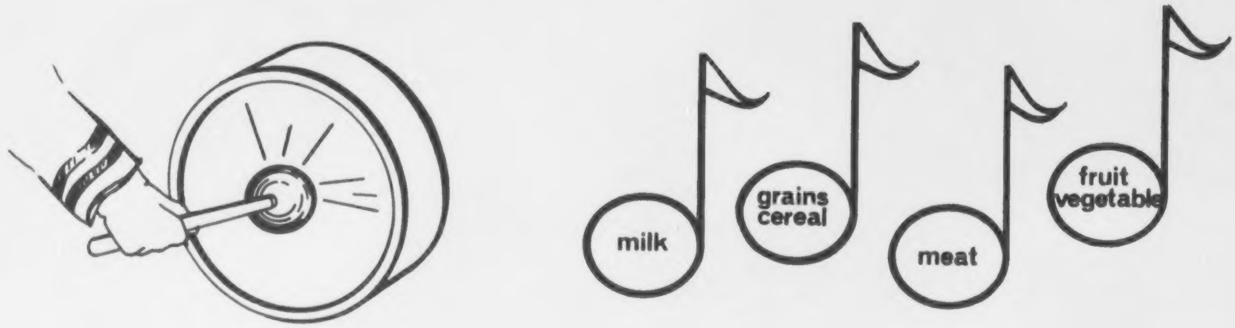
STUDENT ACTIVITY IDEAS

MOBILE

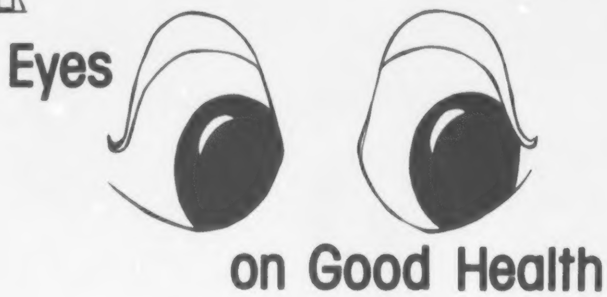

milk
fruit
vegetable
grains
cereal
meat
BASIC FOUR

BULLETIN BOARD

"GOOD FOOD ADDS A 'BOOM' TO YOUR DAY"


milk
grains
cereal
meat
fruit
vegetable

POSTER

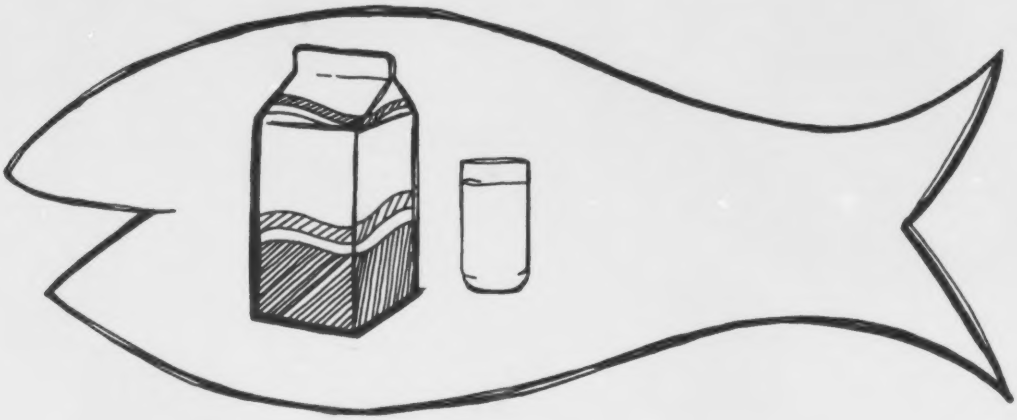

Eyes
on Good Health

ACTIVITY SHEET #7 BASIC FOUR FISHING

Reproduce the food fish illustrated below. Cut out the fish and attach a paper clip to each nose. Make several fishing poles by attaching to a pencil or fuler, a piece of strip with a magnet taped to the end.

Create a stream or pond on the floor, into which all the food fish are placed. In a separate location, create four smaller pools and label them with the words and pictures depicting the Basic Four food groups. Review/define each of the Basic Four food groups with the children before starting. Illustrations of the food groups can be found in Activity Packet #1.

The object of the game is to have each child "catch" a food fish by bringing the magnet in contact with the paper clip; then the food represented by each fish must be classified into the proper Basic Four food group--that is placed in the correct pool. Afterwards, use the pools list-style to form a bulletin board display. If the sorting/classifying experience is too advance, have each child tell one fact about the food he catches.



There should be a total of 20 fish with the following foods both printed and illustrated:

cheese
ice cream
milk
cottage cheese
yogurt

salad
corn
apples
grapes
tomatoes

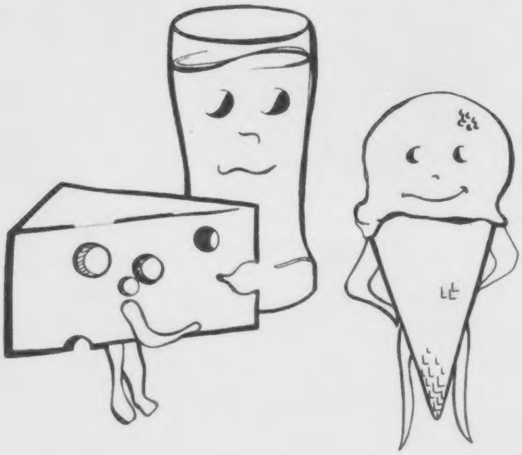
bread
noodles
crackers
cereal
waffles

fish
hamburger
turkey
eggs
steak or chops

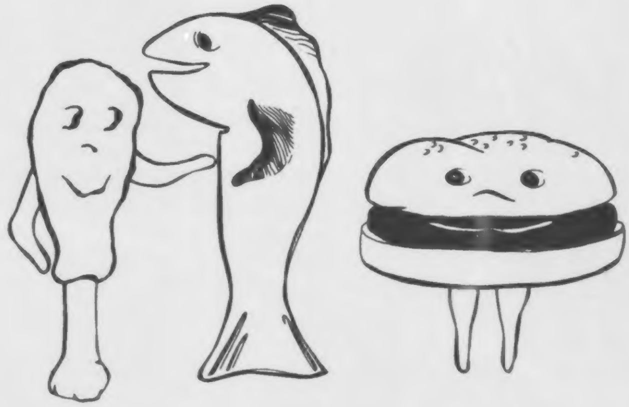
ACTIVITY PACKET #1 BASIC FOUR FOOD GROUPS

The following drawings are designed to represent the Basic Four food groups whenever the food groups need to be illustrated. The drawings are suggested to be used for the Basic Four Fishing Game, activity sheets, flash cards, posters, or a bulletin board.

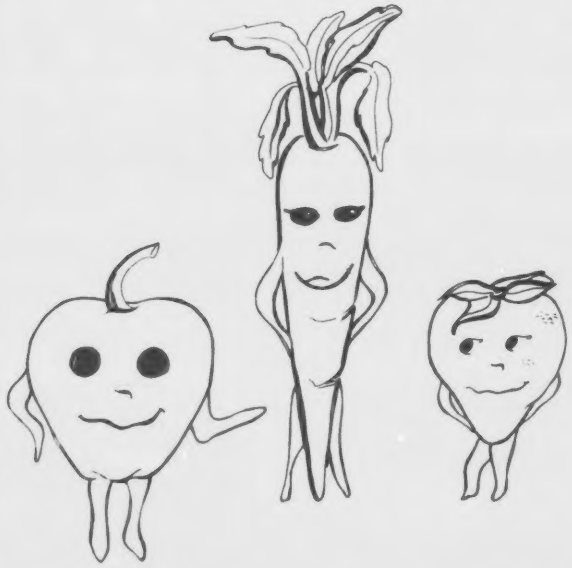
milk



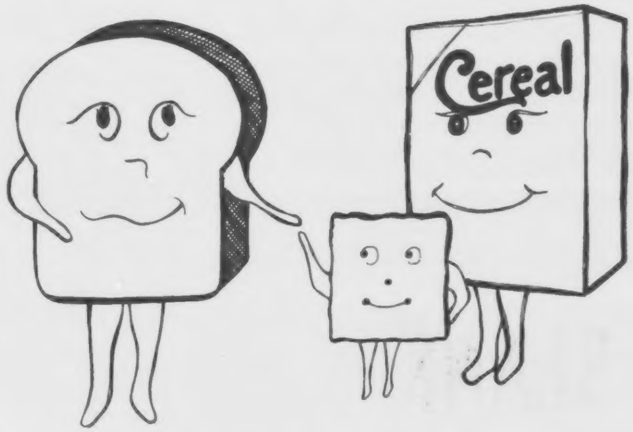
meat



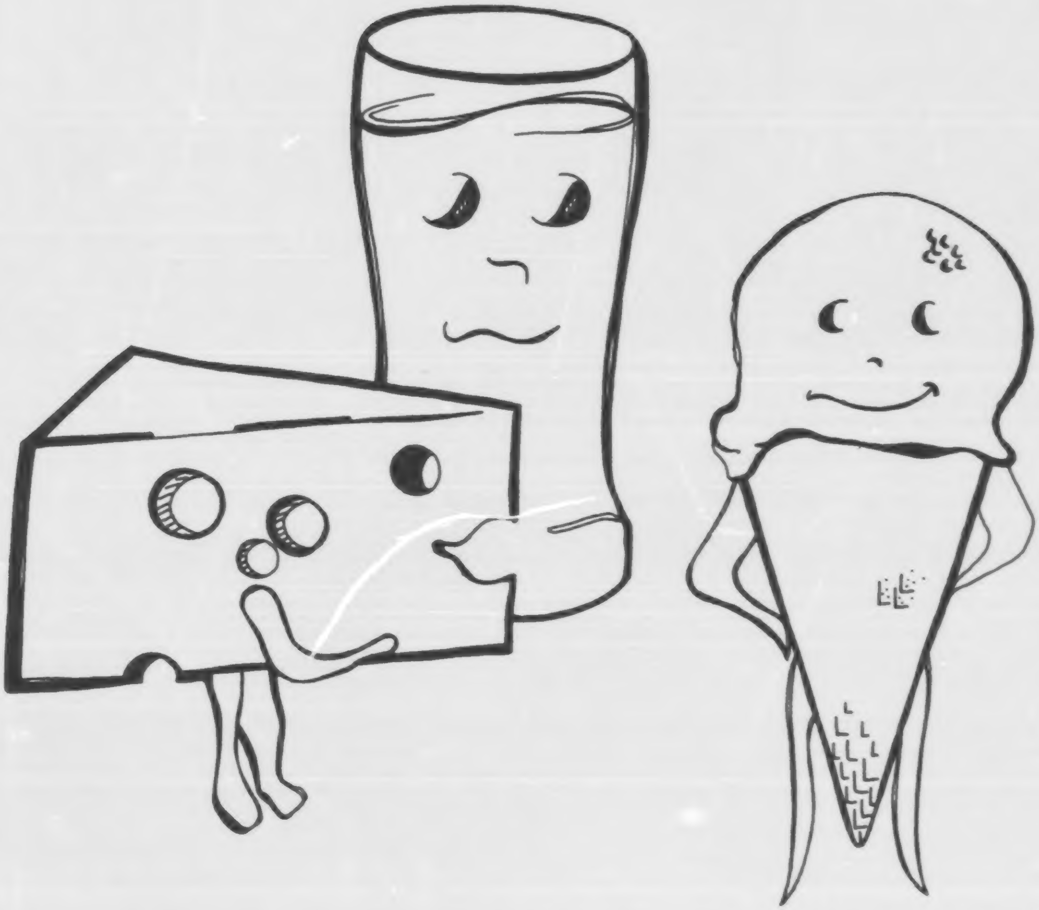
fruit & vegetables



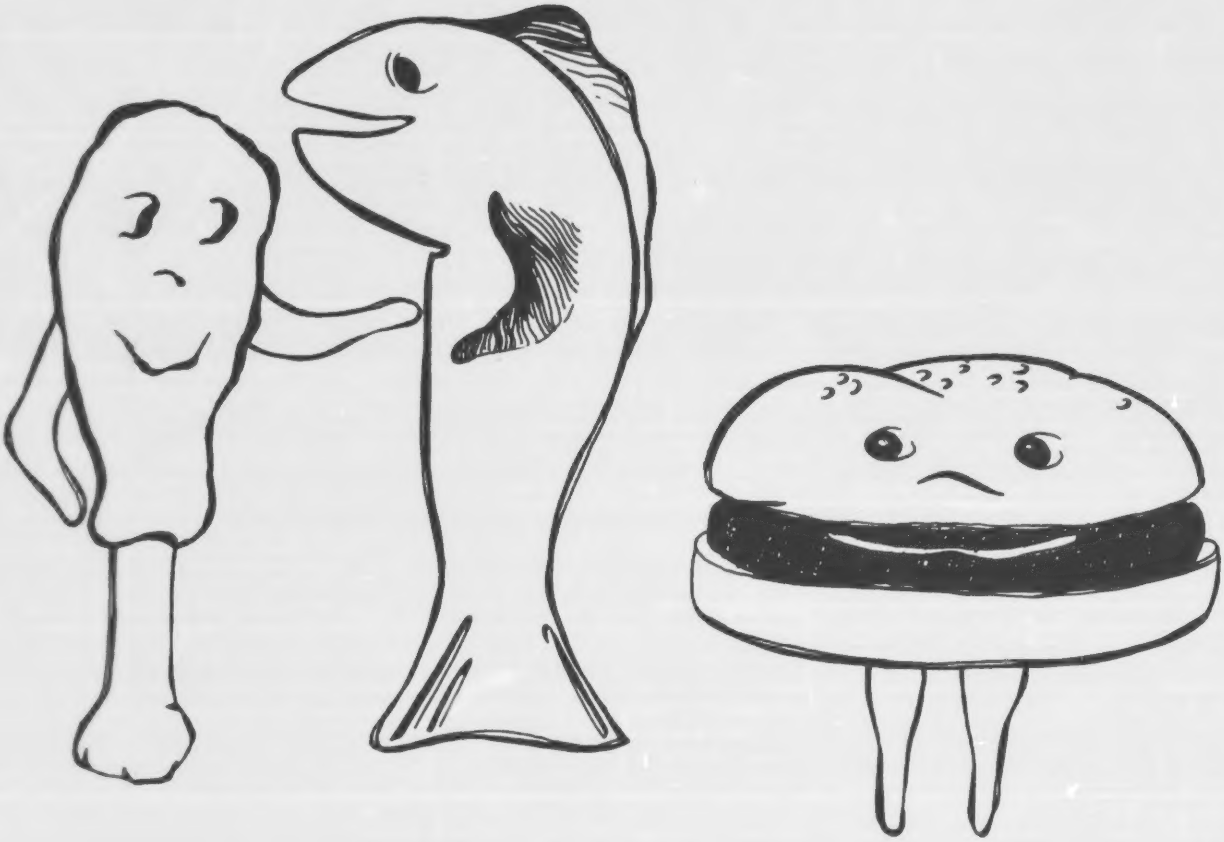
cereal & grains



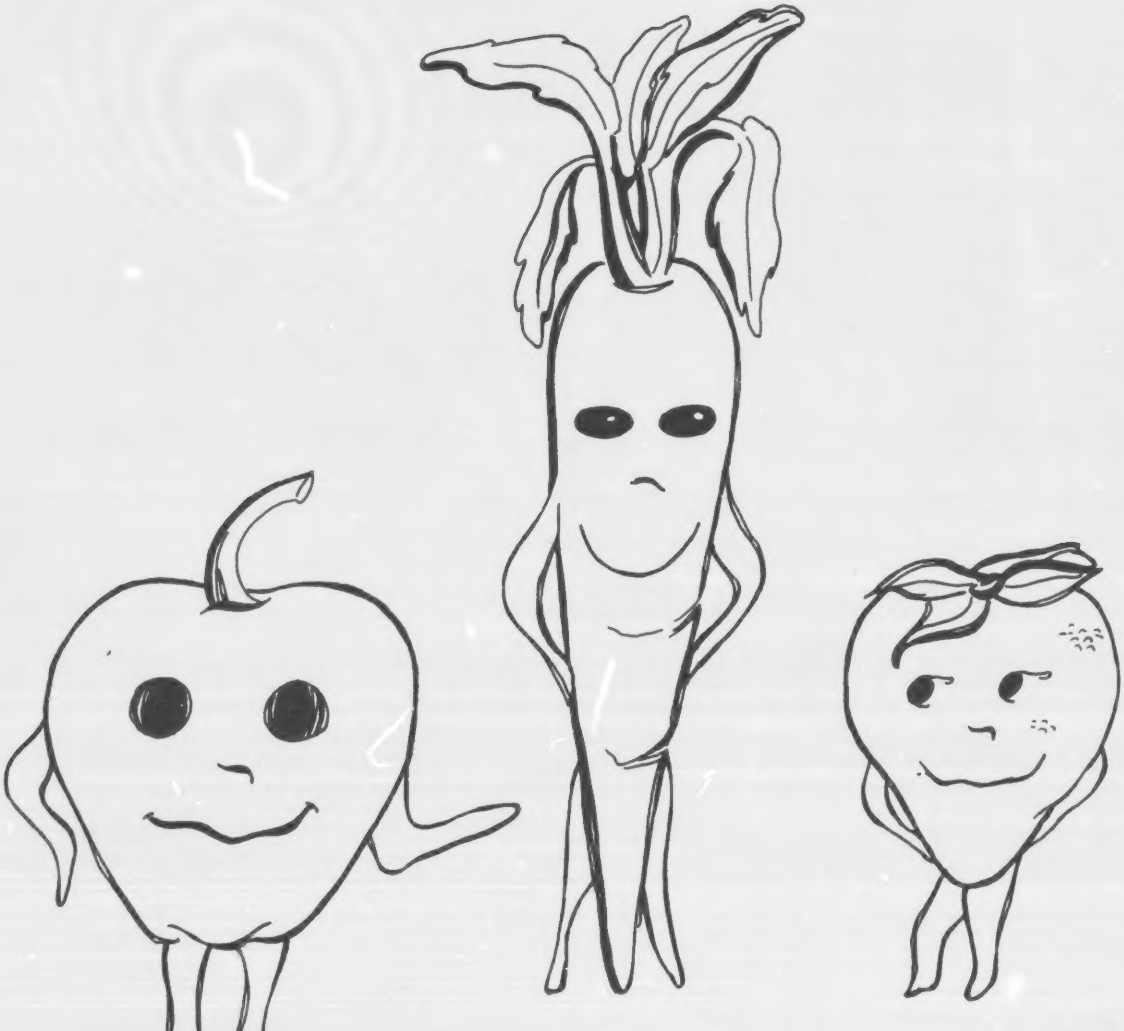
MILK



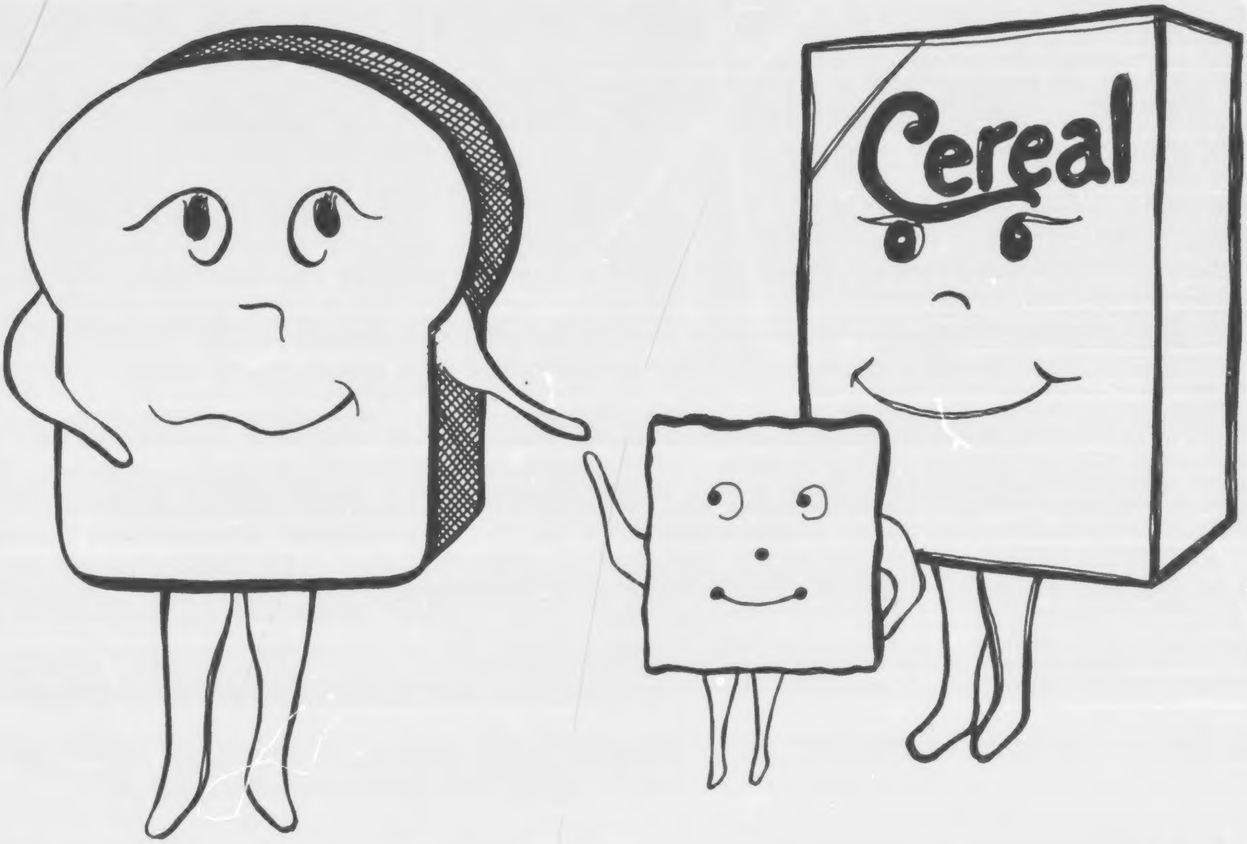
MEAT



FRUIT & VEGETABLES



CEREAL & GRAINS



UNIT D
THE MORNING WARNING: BREAKFAST COUNTS!

BASIC CONCEPTS: A good breakfast lays the foundation for good daily nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
The student will develop an understanding of the importance of breakfast by . . .		The following resources may be used for all of the activities listed here:	
. . . listing two reasons why breakfast is such an important meal.	Discuss health routines of getting ready for bed and rising in the morning. Discuss length of time between meals and how a child feels when he is hungry. Play morning charades. Students can act out many different activities and sounds of morning: (a) waking up, (b) brushing teeth, (c) fixing a bowl of cereal, (d) bacon frying, and (e) toast popping up. Have each child find and bring in pictures of his own breakfast. Then, students may prepare a display, bulletin board, poster, or mobile showing all the different foods they have eaten for breakfast. This could be an individual or group project. Discuss the items they show and emphasize adequate breakfast foods.	"Every Day We Get Up," Florida Department of Citrus, School Services Division, Lakeland, FL 33802. "What We Do Day-By-Day," picture series, Dairy Council. Filmstrip: "Alexander's Breakfast Secret," and Activity Sheet from "It's Breakfast Time," Cereal Institute, Inc., 1111 Plaza Drive, Schaumburg, IL 60195. Food Models, Dairy Council or magazine pictures. Activity Sheet #8, Breakfast Project Ideas. Floor Puzzle-"Breakfast," Scott Foresman and Company, 99 Bauer Drive, Oakland, CA 97436. "Energize at Sunrise," A Nutrition Education Unit, Kellogg's, P.O. Box 9744, St. Paul, MN 55197.	Health and Science-basic health care, food needs of man.

BASIC CONCEPTS: A good breakfast lays the foundation for good daily nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Talk about the number of hours between the dinner meal and the breakfast or lunch meal the next day. Demonstrate by counting hours on a clock. Talk about the different activities a child does in that time to emphasize why the body needs a breakfast meal at the beginning of the day.	Cardboard illustrated or wall clock.	Math-time span. Health-relationship of food and energy.
	Discuss how breakfast affects us. Have children list the "morning warnings" (signals that I should've had breakfast), such as stomach grumbling, weariness, yawning, lack of attention, etc.		
	Without advance notice or explanation, have breakfast eaters and non-eaters compete in simple coordination and athletic events. Compare results of both. Eaters should perform substantially better then non-eaters.	Activity Sheet #9, Breakfast Study and Record Sheet. Physical Education teacher.	Physical Education-coordination and athletic games. Health-importance of breakfast.

BASIC CONCEPTS: There is a variety of food from the Basic Four food groups to eat for a nutritious breakfast.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
The student will develop an understanding of the importance of breakfast by . . .			
. . . comparing different foods for their desirability as a breakfast food.	Use food models or pictures and have children rank ten foods as to how good they are for breakfast. Some of these should be traditional breakfast foods such as cereal, toast, and eggs; and others should be less traditional such as a hamburger, milk shake, or peanut butter sandwich. These less traditional foods are just as nutritious for breakfast as they are for any other meal. Children can evaluate the nutritional value by use of the Basic Four food groups.	Magazine pictures of food, Food Models, Dairy Council. Everyday Eat the 3-2-4-4 Way!, Student leaflet or poster, Dairy Council. What Makes a Good Breakfast?- Poster from Meals and Snacks for You, Dairy Council.	Social Studies-less traditional breakfast foods.
	Set up a play store with empty food containers or food models, allow children so much money each and have them "purchase" their breakfast.	Food containers or Dairy Council's Food Models.	
	Complete Activity Sheet #10, Breakfast, to help students recognize more non-traditional breakfast foods that are nutritious. Class discussion may be needed to clairify.	Activity Sheet #10, Breakfast.	

BASIC CONCEPTS: There is a variety of food from the Basic Four food groups to eat for a nutritious breakfast.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Have students complete color and cut-out sheet, "Favorite Breakfast Foods," from Energize at Sunrise. Prepare a project that children can take home to their parents to show them what their children are learning about breakfasts. Sample letter to parents is included in the "It's Time for Breakfast Kit".	"Favorite Breakfast Foods," Activity Master #2 and #3, Energize at Sunrise, Kellogg's Company. Try to let the children plan the project and then help them to meet their needs. "It's Time for Breakfast," Cereal Institute.	

BASIC CONCEPTS: Breakfast can be easy to prepare and nutritious.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
The student will develop an understanding of the importance of breakfast by . . .		The following resources will be useful for the next two activities: Children's cookbooks.	
. . . selecting and/or preparing a nutritious breakfast.	Have the class plan a breakfast menu to eat at school. Students can bring food items from home or plan a field trip to do the purchasing. A good guide to follow in planning a breakfast meal is to select foods from at least three of the four groups. Discuss the importance of eating a good breakfast. Arrange a learning center to help children discover what children in other countries (or states) eat for breakfast.	Alexander Plays Store, Cereal Institute, Inc. Let's Go to a Supermarket, Victoria L. Chapman, G. P. Putnam's Sons, 200 Madison Avenue, New York, NY 10016. How to Have Fun Making Breakfast, Creative Craft Books, Children's Press, 1224 West Van Buren Street, Chicago, IL 60607. What Did You Have For Breakfast This Morning, Dairy Council. What's Cooking?, Recipe Supplement SNACK Pack.	
	FOLLOW-UP ACTIVITIES: Organize a "Better Breakfast Club" with the goal for each child in class to eat an adequate breakfast each day. Begin during this unit and check with the student week by week through	Make Your First Score for Breakfast, Kellogg's Company. Teacher-made progress chart. Activity Master #4, My Morning	Health-basic health practices and daily nutrition.

BASIC CONCEPTS: Breakfast can be easy to prepare and nutritious.

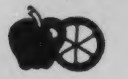
OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	the use of a chart.	from Energize at Sunrise, Kelloggs Company is a good example for a short-term individual breakfast record.	
	Prepare a progress chart and compare now and then to see which foods children have eaten for breakfast. Discuss the value of eating less traditional foods for breakfast such as sandwiches, soup, or milk shakes.		

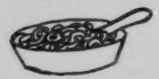
UNIT D-TEST

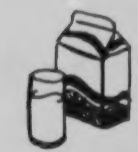
NAME________________________

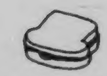
DATE________________________

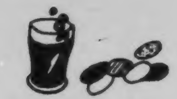
1. CIRCLE ALL THE GOOD BREAKFAST FOODS:

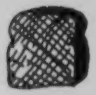

FRUIT


CEREAL

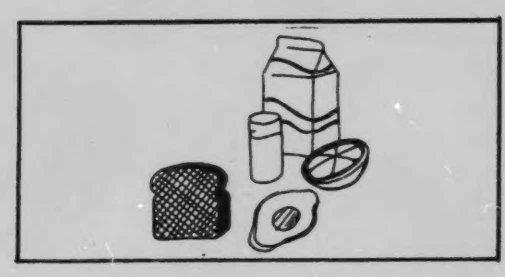

MILK


SANDWICH

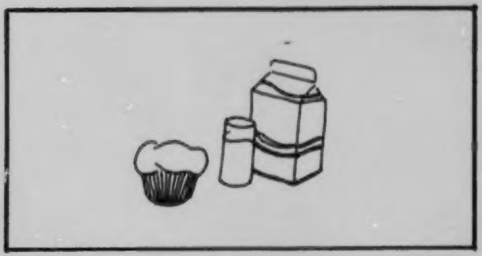

CANDY AND POP


TOAST

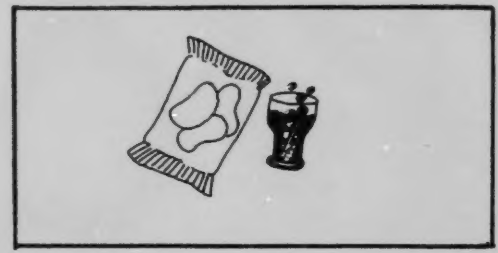
2. LOOK AT THE TWO BREAKFAST PICTURES BELOW. CIRCLE THE PICTURE THAT IS A GOOD BREAKFAST.



OR



3. LOOK AT THE TWO BREAKFAST PICTURES BELOW. CIRCLE THE PICTURE THAT IS A GOOD BREAKFAST.



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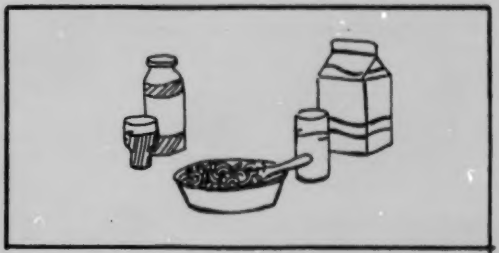


4. WE NEED TO EAT BREAKFAST BECAUSE:

____

____

____

____

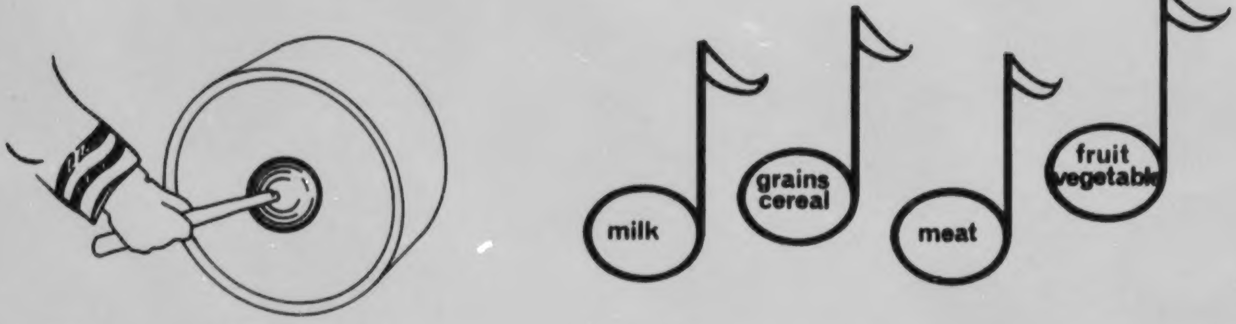
ACTIVITY SHEET #8

BREAKFAST PROJECT IDEAS

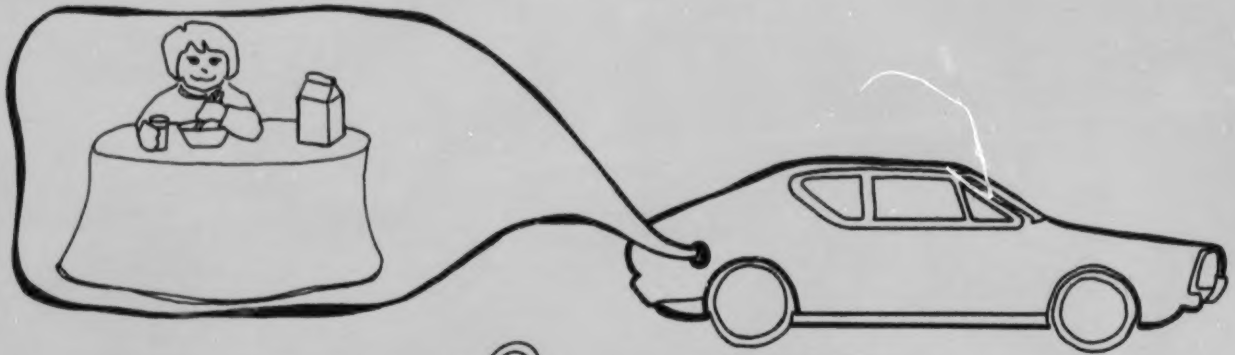
To the teacher:

The following are some ideas which can be used for small group or class projects to enhance a study of breakfasts.

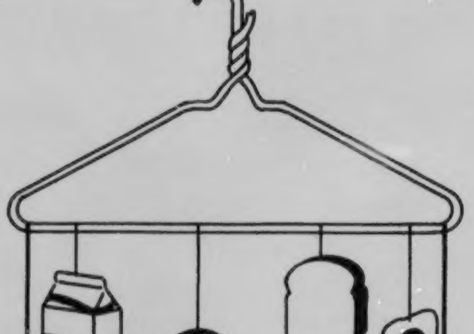
BULLETIN BOARD


milk
grains cereal
meat
fruit vegetable

POSTER Fill Up Your Tank in the Morning with—BREAKFAST!



MOBILE


BREAKFAST IS ENERGY

ACTIVITY SHEET #9 BREAKFAST STUDY

To the Teacher:

This activity will need to be handled carefully by the teacher in order to keep it as a comparison study rather than a competitive one. The main objective is to make students aware that they will feel better and, therefore, perform better if they eat breakfast as opposed to skipping breakfast completely. The effectiveness of this activity will be increased if it is completed several times--you may which to do it 2 or 3 times before your class studies about breakfast and again after they have studies breakfast. By completing the activity in this maner, "non-eaters" who change and become "eaters" will be more apparent and each student can compare his own performance with himself/herself as apposed to competing himself/herself against other classmates.

Following is a sample of a record sheet which your students may use. Adapt it to fit the needs of your class. Time and distance restrictions should be determined before initial "sports-rally" takes place. These restrictions should remain constant throughout the entire activity to provide a firm basis for individuals to plot their progress.

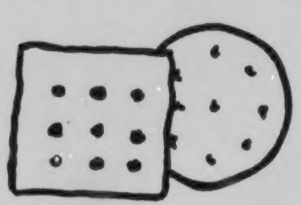
RECORD SHEET

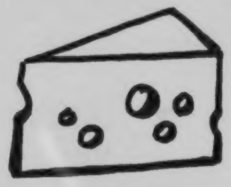
NAME	DATE	EVENT	1ST COUNT	2ND COUNT
		Running		
		Hoping		
		Jump Rope		
		Basketball Throw		
		Jumping Jacks		

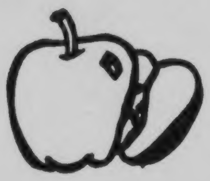
*The above events are suggestions, adapt your own events for your class as you see fit.

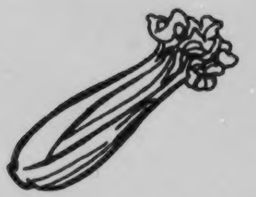
ACTIVITY SHEET #10 BREAKFAST

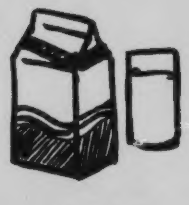
FOOD FROM AT LEAST THREE OF THE BASIC FOUR FOOD GROUPS MAKES A GOOD BREAKFAST. USE THE FOOD PICTURES BELOW TO DRAW OR WRITE A GOOD BREAKFAST.

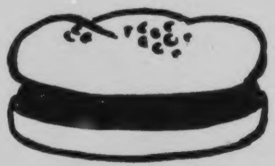

CRACKERS

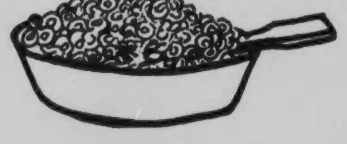

CHEESE

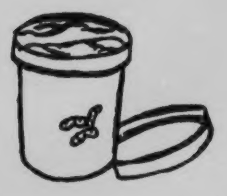

APPLE

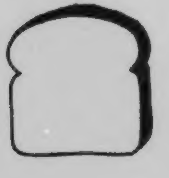

CELERY


MILK


HAMBURGER


CEREAL


PEANUT BUTTER


BREAD

MY BREAKFAST:

UNIT E
IT'S TIME TO EAT!

BASIC CONCEPTS: We need to eat food several times each day.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will show an understanding of how lunch contributes to the daily meal pattern by . . .			
. . . naming the three main meals most people eat during the day.	Ask children how they know when they are hungry. Ask them to tell what foods help them feel full again and when they usually eat these foods. Discussion: What do we call our three main meals? Why can't we eat enough just once a day to last all day? Lead a discussion into the relationship between eating and energy output or fuel and energy.	Science or Health textbooks.	Science-digestive system, appetite and hunger.
. . . explaining why lunch is an important meal.	Talk about lunch as the mid-day meal and why it is good to have a nutritious lunch each day.	Activity Packet #2, It's Time for Lunch.	Health-balanced diet.
	Talk about all the different activities children do each day. Explain that the body needs energy to do all these things and food gives us energy.	"What We Do Day By Day," Dairy Council.	Health-relationship between food intake and energy needs.
	Explain that while in school, time is set aside for lunch. Talk about how lunch can either be eaten at home or in the school	Activity Packet #2, It's Time for Lunch.	

BASIC CONCEPTS: We need to eat food several times each day.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	cafeteria or lunchroom and that lunch can be brought from home or purchased in the school cafeteria.		

UNIT E
IT'S TIME TO EAT!

BASIC CONCEPTS: We need to eat food several times each day.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will show an understanding of how lunch contributes to the daily meal pattern by . . .			
. . . naming the three main meals most people eat during the day.	Ask children how they know when they are hungry. Ask them to tell what foods help them feel full again and when they usually eat these foods. Discussion: What do we call our three main meals? Why can't we eat enough just once a day to last all day? Lead a discussion into the relationship between eating and energy output or fuel and energy.	Science or Health textbooks.	Science-digestive system, appetite and hunger.
. . . explaining why lunch is an important meal.	Talk about lunch as the mid-day meal and why it is good to have a nutritious lunch each day.	Activity Packet #2, It's Time for Lunch.	Health-balanced diet.
	Talk about all the different activities children do each day. Explain that the body needs energy to do all these things and food gives us energy.	"What We Do Day By Day," Dairy Council.	Health-relationship between food intake and energy needs.
	Explain that while in school, time is set aside for lunch. Talk about how lunch can either be eaten at home or in the school	Activity Packet #2, It's Time for Lunch.	

BASIC CONCEPTS: We need to eat food several times each day.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	cafeteria or lunchroom and that lunch can be brought from home or purchased in the school cafeteria.		

BASIC CONCEPTS: Food selected from the Basic Four provides a nourishing lunch.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will acquire good lunchtime eating habits by . . .			
. . . identifying and selecting a variety of food from the Basic Four for lunch at home or school.	View the poster-What Makes A Good Lunch For You? and talk about all the different foods one can eat for lunch.	What Makes A Good Lunch for You, from Meals and Snacks for You, Dairy Council.	Health-food choices.
	Review foods from the Basic Four that are good to eat for lunch.	Everyday Eat the 3-3-4-2 Way!, Dairy Council.	Health-food choices, Basic Four.
	Display food models on a table and let children individually or in small groups plan a good lunch. Talk about the lunches planned.	Food Models, Dairy Council.	Health-food choices, balanced diet.
. . . becoming familiar with the Type A School Lunch.	Arrange for the school food service director or cafeteria manager to explain to the children how the school lunch menus are planned and what foods are usually included.	Cafeteria Manager. School Lunch Menus. Teacher Reference-Activity Sheet #11, Type A School Lunch.	Health/Nutrition-school lunch.
	If possible, have the cafeteria manager lead the children in planning a school lunch menu.	Cafeteria Manager.	Health/Nutrition-meal planning.
	Review the school lunch menus with the children to possibly increase their acceptance of the different foods on the menu.	School Lunch Menus.	

BASIC CONCEPTS: Food selected from the Basic Four provide a nourishing lunch.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . becoming familiar with foods that are good for a home-packed lunch.	Let the children tell about the different foods they bring from home for their lunch.		Health/Nutrition-food choices.
	Talk about the different foods from the Basic Four that are good for a home-packed lunch.	Everyday Eat the 3-3-4-2 Way!, Dairy Council.	Health/Nutrition-Basic Four.
	Compile a list of foods that are good for lunches brought from home. Have the children take the list home.	Everyday Eat the 3-3-4-2 Way!, Dairy Council. Lunch Box Ideas, Allegheny County Health Department, Nutrition Services, 405 Jones Law Building, 311 Ross Street, Pittsburgh, PA 15219.	Health/Nutrition-Basic Four, food choices.
	Display the food models on a table and let the children individually or in small groups plan home-packed lunches.	Food Models, Dairy Council. Creative Food Experiences for Children, pages 135-138, Center for Science in the Public Interest, 1779 Church Street, Washington, D.C. 20036.	Health/Nutrition-meal planning.
	FOLLOW-UP ACTIVITY:		
	Talk about how eating lunch at school is the same or different from eating lunch at home; such as types of food served, size of portions, utensils, behavior, etc.	Picture #5 and #10 from "What We Do Day by Day," Dairy Council.	

BASIC CONCEPTS: Many schools have a cafeteria that provides nourishing lunches.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become aware of the school lunch program and cafeteria operation by . . .			
. . . touring the cafeteria.	During the first week of school, make arragements with the cafeteria manager to take the children on a tour of the cafeteria. Point out how food is delivered, stored, and prepared; and the different jobs of the cafeteria staff. Also review with the students such things as where they sit, how to clean up and behavior rules.	Activity Packet #2, It's Time for School Lunch. Cafeteria Manager.	Career Awareness-careers related to food service. Health-nutrition.
. . . planning ways to correct any undesirable cafeteria situations.	Encourage children to make suggestions for new foods to be served in the cafeteria.	Cafeteria Manager.	Health/Nutrition-food choices.
	If there are several foods served for school lunch that are obviously disliked by the children, plan several tasting sessions to encourage the children to accept the new food. Work with the cafeteria manager to plan and conduct tasting sessions in a positive, relaxed way.	Cafeteria Manager. Samples of food from school cafeteria.	Health/Nutrition-learning to like new foods.

BASIC CONCEPTS: Many schools have a cafeteria that provides nourishing lunches.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Discuss ways of improving cafeteria food or the lunchroom atmosphere.	Cafeteria Manager. Activity Packet #2, It's Time for School Lunch, Booklet. Teacher Reference-Mealtime with Children, Department of Education, Food and Nutrition Services, Tallahassee, FL 30324. Filmstrip-Safety on the Playground and In the Cafeteria, Safety Awareness Series, Inperial Film Company, Lakeland, FL 33803.	
	Discuss how the physical surroundings, food and people can affect appetites. Plan some table or wall decorations in the lunchroom or in the classroom for a tasting or holiday party. FOLLOW-UP ACTIVITY: At different times in the year, have a "Cleanest Table Contest" during lunchtime or snacktime.	Social Studies topics, ethnic or cultural backgrounds of class.	Science-use of senses. Social Studies-use of ethnic and cultural holiday traditions.

UNIT E-TEST

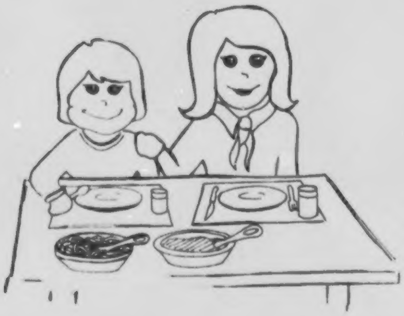
NAME________________________

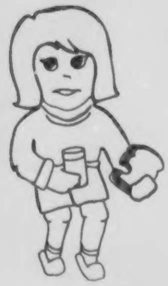
DATE________________________

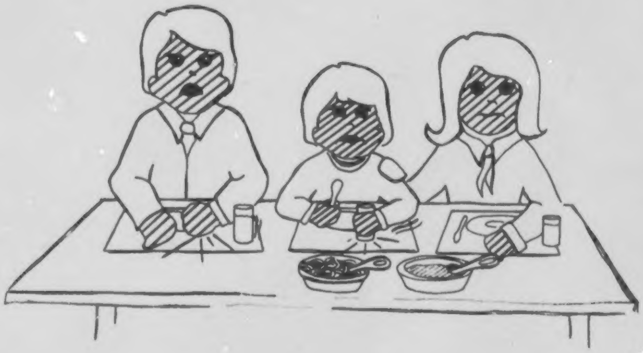
1. DRAW A CIRCLE AROUND THE 3 MAIN MEALS.

BREAKFAST **LUNCH** **SNACK** **CANDY** **DINNER**

2. LOOK AT THE PICTURES BELOW. DRAW A CIRCLE AOURND THE BEST WAY FOR YOU TO EAT A MEAL.







3. IN THE MIDDLE OF THE DAY WE EAT

LUNCH OR **CANDY**

4. A SANDWICH, APPLE, AND A GLASS OF MILK FOR LUNCH IS

GOOD OR **BAD**

5. POP OR CANDY FOR LUNCH IS

GOOD OR **BAD**

Activity Packet #2

It's Time

For

School Lunch

PS 011795

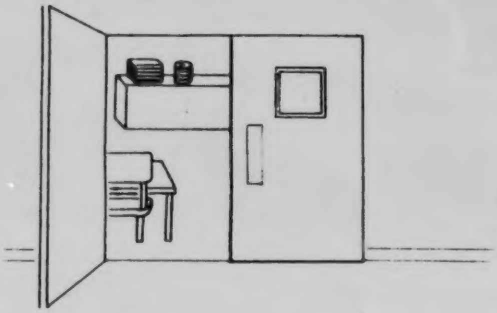
121

The cafeteria is

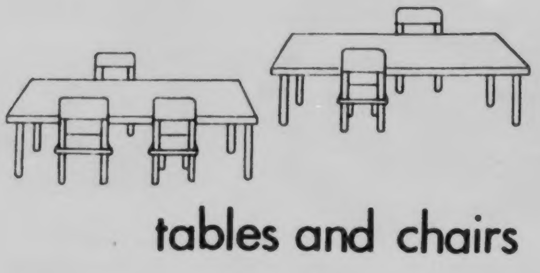
where you will eat lunch

with many other boys

and girls.



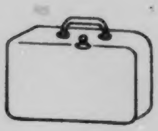
cafeteria



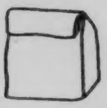
tables and chairs

Will you bring

your lunch from home?



lunch box

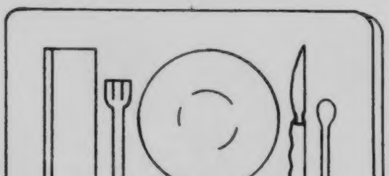


bag

OR

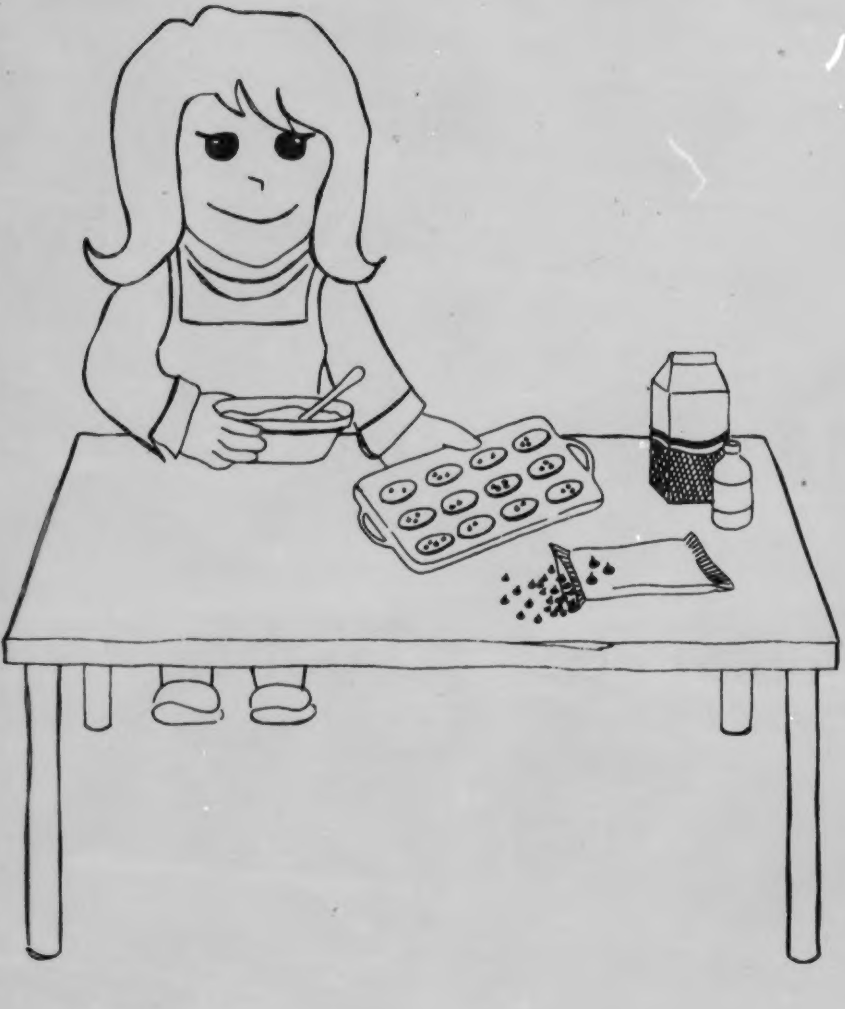
Will you buy your

lunch in the cafeteria?



lunch tray

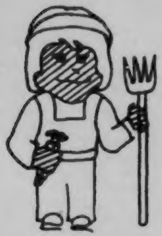
The cooks in the cafeteria know how to make the food taste good. They like to make the children happy.



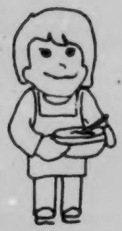
Many people help

to give you a good

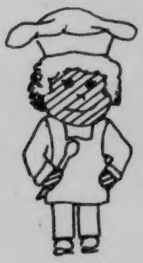
lunch each school day.



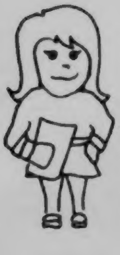
farmer



cook



baker

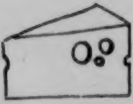


school lunch director

You should pick foods from each of these food groups each day!

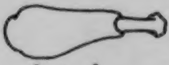
1. MILK

milk


cheese

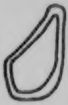
ice cream

2. MEAT


chicken

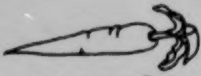
eggs

peanuts


pork

fish

3. FRUIT and VEGETABLE


carrot

apple

tomato

watermelon

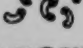
corn

pear

4. BREAD and CEREAL

bread

spaghetti


macaroni

crackers

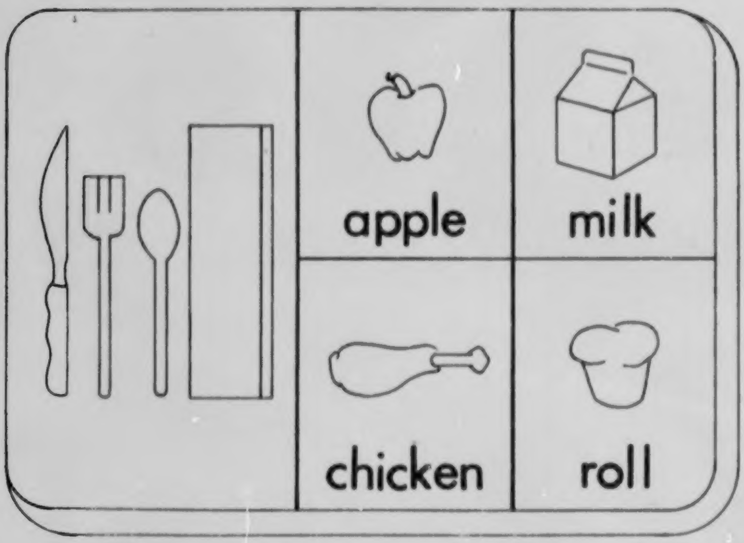
cereal

Draw the foods you like from each food group.

1. MILK	2. MEAT
3. FRUIT and VEGETABLE	4. BREAD and CEREAL

This is what a lunch

tray looks like.


apple
milk
chicken
roll

You need to eat a good lunch everyday. This will make you feel good and you will be able to study and play.

SNACK Pack

School Nutrition Activity
Curriculum For Kids

Developed By: Michele Chiavetta
Deborah Morrone
Illustrations By * Deborah Wiesenfeld
Type Composition By * Pamela J. Semler

Allegheny Intermediate Unit

Suite 1300--Two Allegheny Center
Pittsburgh, Pennsylvania 15212

Dear Parents,

You know that your child does his best only when he is in good health and is well-nourished. It is important for your child to eat a good breakfast and lunch as well as dinner that has a variety of nutritious foods. A good guide to follow is the Basic Four Food Groups in planning meals and snacks for your family.

Free or reduced price school lunches are available to those in certain income categories. If you have any questions concerning the school lunch program, please contact your local school food service director or elementary school principal.

ACTIVITY SHEET #11 TYPE A SCHOOL LUNCH

SCHOOL MEALS: GOOD NUTRITION
Allgheny County Health Department

Your school offers a Type A Lunch. This is a meal which meets a pattern planned to provide children with about one-third of their daily nutrient needs. The Type A Lunch pattern follows the same rules recommended for choosing a balanced meal . . . that is servings from all the Basic Four food groups.

Type A Lunch Pattern	Basic Four Food Group	Average Amount Needed each Day by Child 6-12
2 ounces high protein food	Meat Group, meats, fish cheese, peanut butter, dried beans.	2 or more servings (1½ - 2 oz. each)
3/4 cup vegetables and fruits (2 or more types)	Vegetable/Fruit Group.	4 or more servings

It is recommended that at least one high in vitamin C be included every day and one high in vitamin A (deep green and yellow vegetables and fruits) be included at least every other day.

Type A Lunch Pattern	Basic Four Food Group	Average Amount Needed each Day by Child 6-12
1 serving enriched or whole grain bread or bread product	Breads and Cereal Group.	4 or more servings a serving is one slice.
½ pint milk (1 cup) whole or skim	Dairy Group	6-8 years 2-3 cups a day, 8-12 years 3 or more cups a day.

Recommended but not required . . . butter or fortified margarine.

1. Why is white milk encouraged as a lunchtime beverage for elementary students?

Chocolate milk is a filling food because of its high sugar content. Many young children will drink their milk first which leaves little room for lunch. To encourage good dental health, we also feel a choice of white milk is an important part of the child's lunch rather than the high sugar content beverages . . . chocolate milk, carbonated beverages, and fruit drinks.

2. Why do some menus include foods my child doesn't like?

We consider school meals to be a part of the total education of the child. A lunch program introduces nutritious foods which may be new to some of the children. Through repetition of these foods, it is hoped children will learn to accept a variety of foods.

School meals are a part of nutrition education.

UNIT F
SNACK RACKET

BASIC CONCEPTS: Snacks selected from the Basic Four food groups contribute to one's daily nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop competence in selecting nutritious snack foods by . . .			
. . . identifying the appropriate time to eat a snack and the characteristics of a good snack.	Begin talking about the word snack. Have the children tell what they think it means. Lead a discussion to conclude that a snack is a small amount of food eaten between meals.	"What Makes a Good Snack for You," from Meals and Snacks for You, Dairy Council.	Health/Nutrition-food choices.
	Talk about why we often eat a snack. Explain that between meals we often get hungry and a snack can help you fell refreshed and give you energy to keep on playing or working.	"What We Do Day By Day," Dairy Council.	Health/Science-relationship of food and energy needs.
	Have the children tell when they usually eat a snack. Lead a discussion for the children to understand that it is not good to eat a snack too close to mealtime so as not to ruin their appetite.		
	Direct the children to look at the poster "What Makes a Good Snack For You." Talk about the foods pictured for the children to discover that good snack foods are part of the Basic Four food groups.	What Makes A Good Snack for You, from Meals and Snacks for You, Dairy Council. Everyday Eat The 3-2-4-4 Way!, Dairy Council.	Health-food choices, Basic Four.

BASIC CONCEPTS: Snacks selected from the Basic Four food groups contribute to one's daily nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	In talking about good snack foods develop the idea that snacks should be foods that are ready to eat or take little preparation.		
. . . identifying foods that are suitable for a snack.	Have the children list all the snack foods they can think of. Then go through the list and classify each as a "super-snack" (having characteristics of a good snack) or "silly-snack" (lacking good characteristics).	The following resources will be useful for the suggested activities: Food Models, Dairy Council.	
	Have each child tell how he would finish the sentence: The snack I like best is __________. to compile a class list of favorite snacks. Guide the children to discover which foods are best for snacks using the Basic Four as a guide.	Flannel Board Story-"Count Dracu-snack vs. the Sunkist Kid," Sunkist Growers, Inc., P.O. Box 7833, Valley Annex, Van Nuys, CA 91409. Teacher Reference-Activity Sheet #12, Snacks. What Makes a Good Snack for Me and Everyday Eat the 3-2-4-4 Way, Dairy Council.	Health/Nutrition-wise food choices.
	After talking about what makes a good snack, compare foods to determine which ones make good snack foods.	'Pick Snacks that Say Go," Allegheny County Health Department, Nutrition Services, 311 Ross Street, 405 Jones Law Annex, Pittsburgh, PA 15222.	

BASIC CONCEPTS: Snacks selected from the Basic Four food groups contribute to one's daily nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Construct a "Smart Snacks for Me" poster or bulletin board with pictures of nutritious snack foods.	Magazine picture, construction paper. Food Models, Dairy Council.	
	Have each child draw or cut pictures of a snack food to hang on the snack tree (made from brown wrapping paper.) Display in class as a reminder or review of good snacks to eat.	Construction paper, crayons, tape, brown wrapping paper.	Art-basic skills, creativity.
	Using food pictures or food models, have students select snacks which are appropriate for usual snack times (example: after school, before bed, etc.) Can be used as a bulletin board or other display.	Food models from the Dairy Council or magazine pictures.	
	Have children complete coloring sheets about snacks and the four food groups.	Make Your Snacks Count, Lucy T. Hammond, Extension Program Coordinator for Foods and Nutrition, University of Kentucky, Lexington, KY 40506. Activity Sheet #13, My Favorite Snacks.	

BASIC CONCEPTS: Nutritious snack foods are easily prepared.

OBJECTIVES	**ACTIVITIES**	**RESOURCES**	**SUBJECT AREA FOR INTEGRATION**
Students will develop competence in selecting nutritious snack foods by . . .			
. . . by preparing and tasting nutritious snack foods in class.	Select and prepare a recipe for a snack food which students can prepare for themselves in class. Enlist parents to help if possible.	What's Cooking?, Snack Recipe Ideas, Supplement to SNACK Pack.	Social Studies-party can be built around a country, ethnic group or historical figure or one type of food.
	Plan a party for the next current holiday. Use nutritious foods and eliminate as many sweets as possible (example: ice cream without cake, fruit juice instead of pop, popcorn instead of candy).	Children's cookbooks. "Snacks Teaching Guide," Consumer Education, Room 1013, Cooperative Extension, 11 Park Place, New York, NY 10007.	Helath-personal hygiene and safety.
	Plan a snack session for the children to become familiar with a variety of foods suitable for snacks from the four food groups. Assign different jobs to groups of students such as arranging buffet table, setting the children's table, clean up. While tasting the foods, talk about the different foods and encourage children to try again at home.	"Snacks for Celebrations," page 139, Creative Food Experience for Children, Center for Science in the Public Interest, 1779 Church Street, Washington, DC 20036. "Parade of Holidays," St. Patricks Day, Home Economics Extension Service, Jones Law Annex, 311 Ross Street, Room 315, Pittsburgh, PA 15222. Snacks for Young Children, Nutrition Services, Allegheny County Health Department.	

BASIC CONCEPTS: Nutritious snack foods are easily prepared.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	FOLLOW-UP ACTIVITY: Children with the help of parents and teachers prepare a take-home recipe book of simple, easy to prepare and nutritious snacks.	Cooperation of parents and cafeteria manager.	

UNIT F-TEST

NAME_______________________

DATE_______________________

DRAW A CIRCLE AROUND THE RIGHT WORD.

1. SNACKS SHOULD BE GOOD FOR YOU

ALWAYS **ONCE IN A WHILE** **NEVER**

2. A BAD TIME TO EAT A SNACK IS

RIGHT BEFORE MEAL TIME **BEFORE BEDTIME**

3. A GOOD SNACK IS

EASY TO FIX **HARD TO FIX**

DRAW A CIRCLE AROUND THE SUPER SNACK FOOD IN EACH LINE.

4.

CANDY BAR

FRUIT

CUPCAKE

5.

PIZZA

PRETZELS

PEPSI

6.

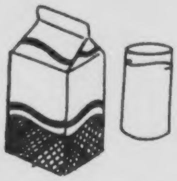
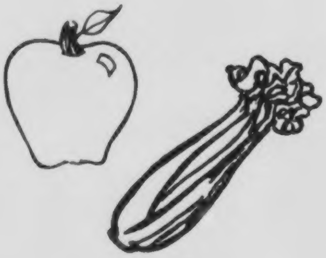
M-M'S CANDY

CEREAL

POTATO CHIPS

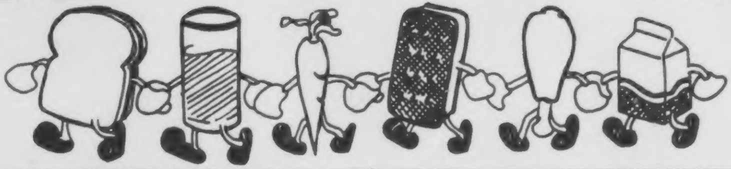
ACTIVITY SHEET #12 SNACKS

The following is a suggested list of suitable snacks for young children that contribute to daily nutrition.

MILK GROUP 	Milk Hot Cocoa Ice Cream Cheese Cubes Milkshake Pudding Yogurt
MEAT GROUP 	Peanut Butter Peanuts or other nuts Deviled Eggs Meat Chunks
FRUIT AND VEGETABLE GROUP 	Vegetables such as: Fresh Celery Cauliflower Carrot Green Pepper Fresh Fruits such as: Orange Peach Pear Canned Fruits Apple Plum Banana Dried Fruits Juice such as: Orange Apricot Tomato Grapefruit
CEREAL AND GRAINS GROUP 	Bread and Butter Non-sugar coated cereal Saltine or Graham crackers Cornbread Pizza

ACTIVITY SHEET #13

MY FAVORITE SNACKS



MY FAVORITE SNACK FOOD FROM THE MILK GROUP.

MY FAVORITE SNACK FOOD FROM THE MEAT GROUP.

MY FAVORITE SNACK FOOD FROM THE FRUIT AND VEGETABLE GROUP.

MY FAVORITE SNACK FOOD FROM THE CEREAL AND GRAINS GROUP.

UNIT G
TOOTH TIME

BASIC CONCEPTS: Teeth have specific purposes and contribute to appearance, digestion, and speech.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will gain an understanding of the structure and function of teeth by . . .			
. . . identifying the two main parts of a tooth.	Have children name structures inside the mouth, tongue, teeth, gums, and jaws. Discuss the function of each using a picture of a smiling person as the focal point and refer to the model teeth.	Plastic model of teeth and jaws. "Learning About Your Oral Health," American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611. Poster-Have a Healthy Smile, Dairy Council.	Health-general oral health.
	Draw a single tooth on the chalk board showing the crown and roots and distribute Activity Sheet #14 Let the children guess what this shape is. (Children may not be familiar with the tooth root). Describe these terms: Crown-part that shows above the gum which does the chewing and tearing work; root-part we don't see which holds the tooth in place. Use a tree as an analogy.	Activity Sheet #14. "Learning About Your Oral Health," Level I, K-3, American Dental Association. Poster-Have a Healthy Smile, Dairy Council.	

BASIC CONCEPTS: Teeth have specific purposes and contribute to appearance, digestion, and speech.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . describing at least three functions performed by teeth.	Introduce the topic by preparing a poster or bulletin board of people (preferably children) smiling. Let children list the reasons our teeth are important: appearance, tearing food, chewing food, helping us talk, etc.	Magazine pictures. Film-Teeth are for Chewing, Dairy Council.	Health-functions of teeth.
	Have students try to think what foods we could eat if we had no teeth. Compare this list with more textured foods emphasizing how important teeth are and what function they perform.		
	Have the children count their own teeth. Sketch an upper or lower jaw to illustrate how they are arranged in the mouth. Let the children describe what front and back teeth do in eating an apple.	Activity Sheet #15, My Smile. Hand mirrors are a useful tool for this activity.	
	Use a jar of baby food to illustrate the function of teeth. What is baby food like? When can babies begin to eat regular food? Guide children to the idea that our teeth prepare food for digestive system by making it the consistency of baby food. Babies need baby foods because they have no teeth.	Sample of pureed and junior style baby food.	Science/Health-function of mouth and teeth as part of the digestive system.

BASIC CONCEPTS: Teeth have specific purposes and contribute to appearance, digestion, and speech.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Let children examine pictures of animals: horse, dog, lion, etc. are good choices. Discuss the kinds of teeth they have, then relate this to the kinds of food they eat.	Animal pictures from magazines. "We All Like Milk," picture series from the Dairy Council. Refer specifically to bears and giraffes.	Science-animal classifications.

BASIC CONCEPTS: Preventive dental care is necessary for good oral health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will realize the importance of preventive dental care habits by . . .			
. . . identifying at least two factors which cause tooth decay.	Introduce need for dental care by asking children which of the following will grow back or heal: cut knee, broken fingernail, haircut, broken arm, broken or lost tooth. Point out that we must take care of our teeth which should last us a lifetime.	Health textbooks. Poster-Do You, Dairy Council.	Health-general health and daily care.
	Ask the children what they think causes tooth decay. Their answers should include foods with a lot of sugar and not cleaning or caring for teeth.	Film-Your Teeth, Encyclopeida Britannica Educational Corporation, 425 North Michigan Avenue, Chicago, IL 60611.	
	Obtain a unbruised apple and make a hole in it, one inch deep. Set aside for several days protected from view in a paper bag. Cut through the place where the hole was made and have students observe the effect of decay. Explain that this illustrates the way decay spreads through a tooth.	Learning About Your Oral Health, Level I: K-3, American Dental Association.	Science-use of scientific method for experimental procedures.

BASIC CONCEPTS: Preventive dental care is necessary for good oral health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . identifying and demonstrating ways to properly care and clean teeth.	Make a small arrangement of dental care items. Ask children what is alike about all of these items--they all help keep our teeth clean. Discuss why this is necessary: food on teeth makes them weak so tiny holes can form in them--cavities. The dental care items help get food off teeth so they do not weaken.	Samples of dental care items including: toothbrush, toothpaste, dental floss, glass of water. Learning Aoubt Your Oral Health, Level I, K-3, American Dental Association. Teacher Reference-Gateway to Health, International Apple Institute, 2430 Pennsylvania Avenue, Washington, DC 20037.	Health-dental care.
	Show and discuss filmstrip, Billy Meets Tommy Tooth.	Filmstrip-Billy Meets Tommy Tooth, International Apple Institute. Posters-Do You and Have a Healthy Smile, Dairy Council.	
	Arrange for the school nurse or dental hygenist to talk about the care of our teeth and mouth. Use display items used in dental health care and describe the purpose of proper use of each.	School nurse or dental hygenist. Sample items of toothbrush, toothpaste, dental floss, disclosing tablets, glass of water. Booklet-Cleaning Your Teeth and Gums, American Dental Association. Film-Teeth are Good Things to Have, Johnson and Johnson.	Health-dental care.
	Use an appropriate poster or picture to describe the easy	Poster-Swish and Swallow, American Dental Association.	

BASIC CONCEPTS: Preventive dental care is necessary for good oral health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	"swish and swallow" method of cleaning teeth. Explain that this method should only be used if it is not possible to brush and floss.		
	Have children write or tell stories about Tammy Toothbrush (sad and lonely from disuse), Sad Tooth, and Happy Tooth.	Activity Sheet #16.	
	Play "I'm thinking of a person . . ." adding clues progressively until the children guess dentist. Some clues might be--it's a grownup, usually a man, takes care of me, he wears a special shirt, he has special tools, he lets me sit in a big chair, he takes care of my teeth. Have the children continue to list all the things the dentist does after they guess.		
	Read children's books and/or stories about visiting the dentist.	A Visit to the Dentist and I'm Going to the Dentist, American Dental Association.	
	Explain a dentist's equipment. Let the children examine each other's teeth without, then with a flashlight. Describe purpose of a mirror, a pick, a drill,	Flashlight, small mirror or dentist mirror. Use dental health pictures from 'What We Do Day by Day" picture series from the Dairy Council.	Career Awareness-dental professionals.

BASIC CONCEPTS: Preventive dental care is necessary for good oral health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	etc. If possible, invite a dentist, dental technician or dental assistant to visit the class.	Speakers such as a dentist, hygienist, nurse, or dental technician. (An easy way to obtain a speaker is by asking at schools of dentistry or dental technician training schools. Learning About Your Oral Health, Level I, K-3, American Dental Association.	
	FOLLOW-UP ACTIVITY: Take children on a field trip to the dentist office. Make an appointment in advance and prepare the dentist for age group and content. Have the children ask the dentist questions.		
. . . identifying and selecting foods, especially for snacks that do not promote tooth decay.	Display pictures or food models of foods both good and harmful to teeth. Examples of good should include fruits and crisp vegetables and harmful are foods that contain a lot of sugar. Ask children which foods are better for their teeth and which are not. Correct any misconceptions. Make up a list of good snack foods that will not harm teeth. Celery is an especially good snack because it helps clean.	Leaning About Your Oral Health, Level I, K-3, American Dental Association. Food Models, Dairy Council.	Health-relationship of food choices and dental health.

BASIC CONCEPTS: Preventive dental care is necessary for good oral health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Let the children sort out selected foods into Super Snacks and Silly Snacks. Then group the two categories under the picture headings of Happy and Sad Tooth.		Health/Nutrition-food choices and dental health.
	Have the children complete activity sheets to become more familiar with snack foods that are good for their teeth.	Activity Sheets #16, #17, and #18.	
	During snacktime in class, provide snack foods that promote good oral health.	What's Cooking?, Snack Recipe Ideas, Supplement to SNACK Pack. Learning About Your Oral Health, Level I, I-3, American Dental Association.	Health/Nutrition-food preparation.
	Construct an "Apple Man" snack. Discuss having fruit or vegetable snacks instead of sweet snacks. Children may be able to draw an apple man and take the recipe home for parents.	Activity Sheet #19, Apple Man.	
	Have a "Bunny Party" at which the children eat "rabbit food" (raw carrots, celery, turnips, cauliflower, cabbage, lettuce, etc.) Children may make bunny ears on a headband to wear for the party.		Health/Nutrition-food preparation.

BASIC CONCEPTS: One needs to establish a daily routine of preventive dental care.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will practice preventive dental care by . . .			
. . . establishing a routine of care to improve dental hygiene.	Use the picture series to familiarize the children with the daily dental care routine including eating properly, brushing and flossing regularly, and visiting the dentist.	What We Do Day by Day, Dairy Council.	Health-daily routine of dental hygiene.
	Begin a "Dentist Day" chart noting when each child reports that he visited the dentist.	Construction paper.	
	Have the class prepare a list of "Tooth Truths" to take home to parents. Items should include what the children have learned about personal dental hygiene, detergent foods, regular dental checkups, etc. Add an accompanying letter requesting that each child bring a toothbrush (with his name permanently on the handle) to school. The children will brush daily after a snack or lunch. Make a chart to record who remembers to brush each day. Bring in your own brush and join them each day!	Box or board with hooks to store brushes.	

BASIC CONCEPTS: One needs to establish a daily routine of preventive dental care.

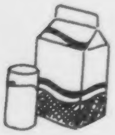
OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Hand out or have children make a toothbrushing chart to take home with them.		
	Provide students with the booklet, Your Child's Teeth, for them to take home and explain to their parents.	Your Child's Teeth, American Dental Association.	
	Have the students make tooth power. Send the recipe home or sample of powder in containers brought from home. Discuss its use and if possilbe use after lunch in school.	Tooth Powder Recipe (for each child): 1 teaspoon salt 1 tablespoon baking soda 1 or 2 drpos mint flavor Mix in small cup. Stir with spoons or popsicle sticks.	Math-measuring skills.
	The following songs have been adapted from familiar tunes: (Use the music of "Row, Row, Row Your Boat"). Brush, brush, brush your teeth Morning, noon, and night. Up and down and all around To keep them shining bright. (Use the music of "Little Brown Jug"). Fruit and cheese and eggs and meat, Will give your strong and healthy teeth. But too much candy, pop, and cake, Will just give you a big toothache.		Music-these lyrics are set to familiar tunes which may be used as rounds.

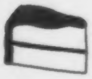
UNIT G-TEST

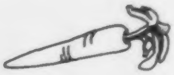
NAME____________________

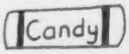
DATE____________________

1. DRAW A CIRCLE AROUND THE FOODS THAT ARE GOOD FOR YOUR TEETH.

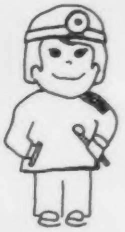


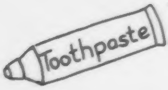


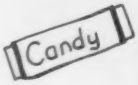


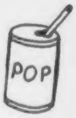


2. DRAW A CIRCLE AROUND THE THINGS THAT HELP OUR TEETH.









PUT AN X ON THE LINE NEXT TO WHAT YOU DO FOR HEALTHY TEETH.

3.________VISIT YOUR DENTIST

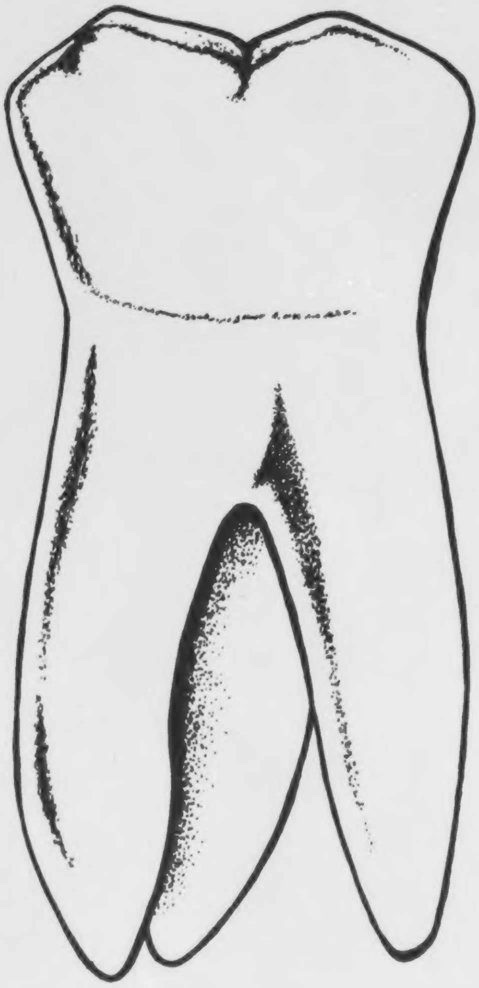
4.________EAT CANDY

5.________BRUSH YOUR TEETH

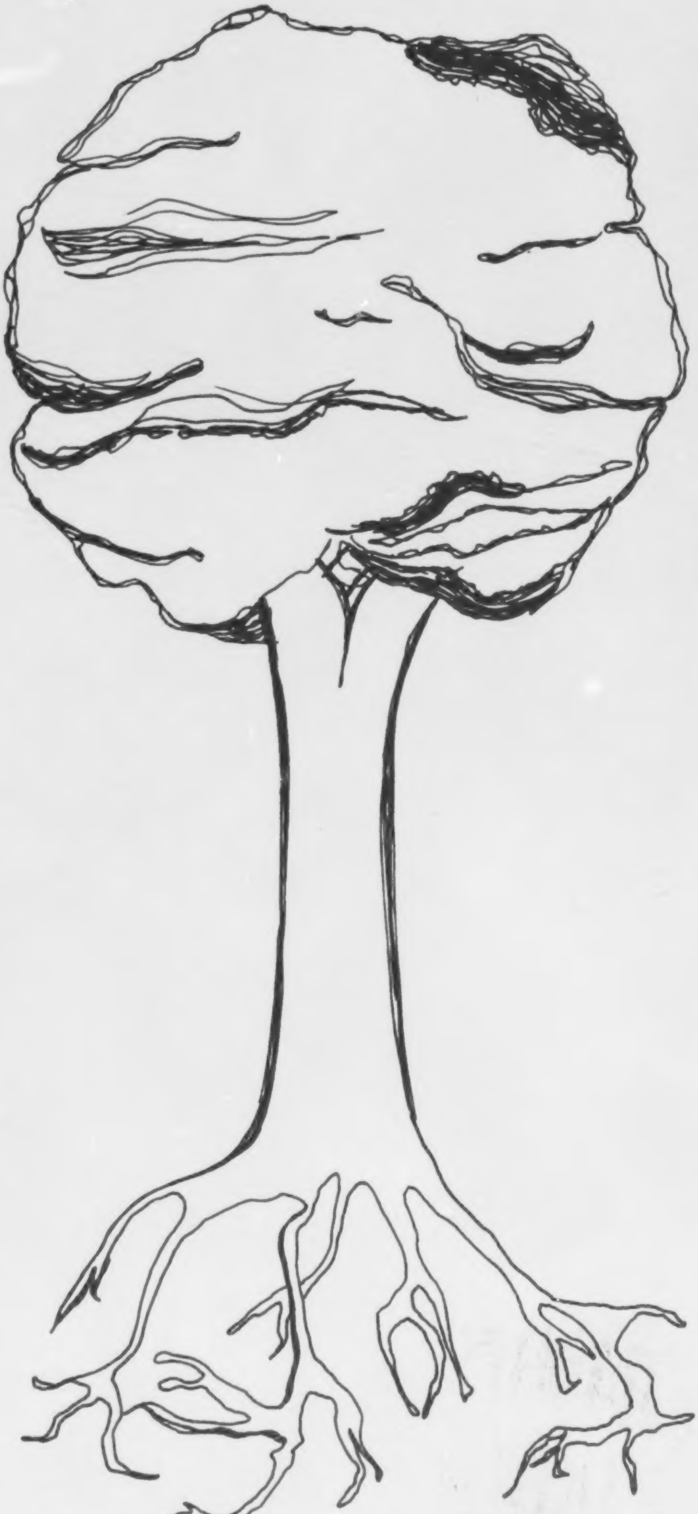
6.________EAT GOOD FOODS

ACTIVITY SHEET #14

tooth

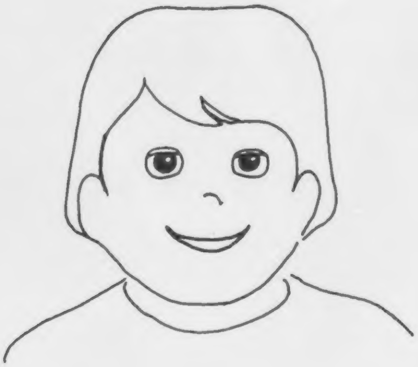


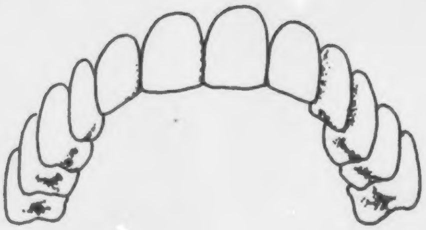
tree

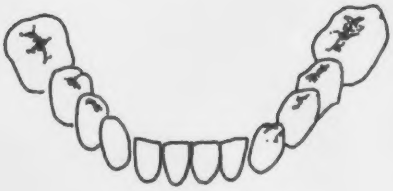


ACTIVITY SHEET #15

My Smile

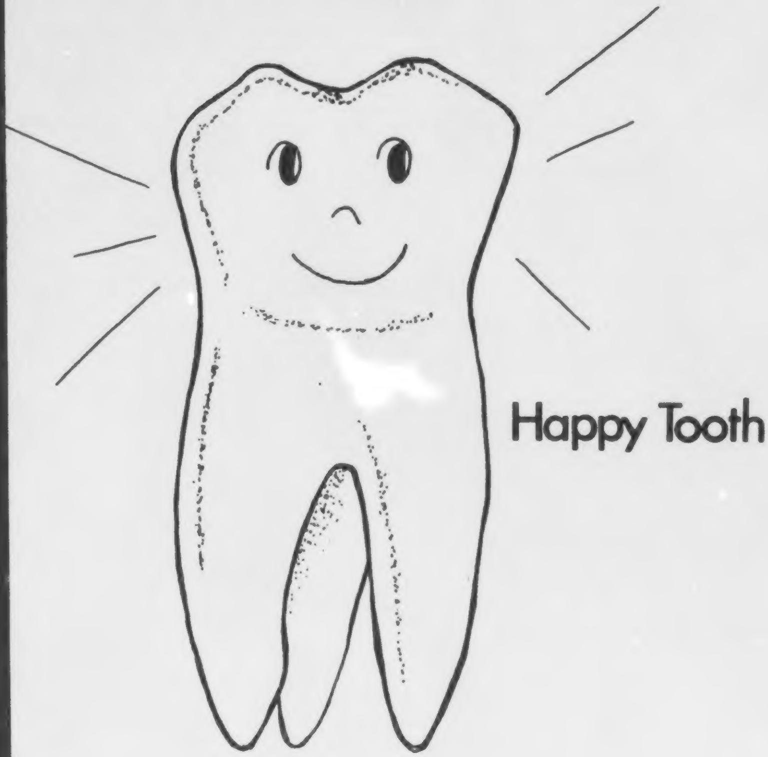


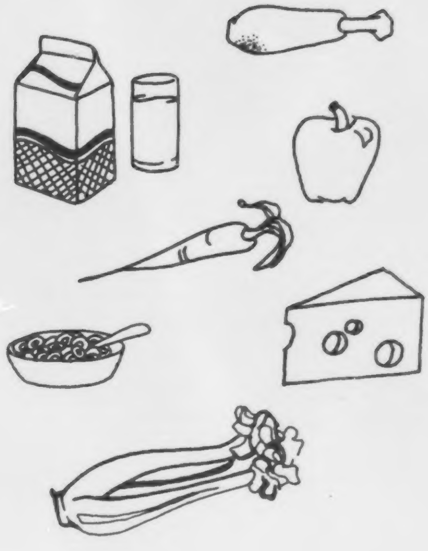


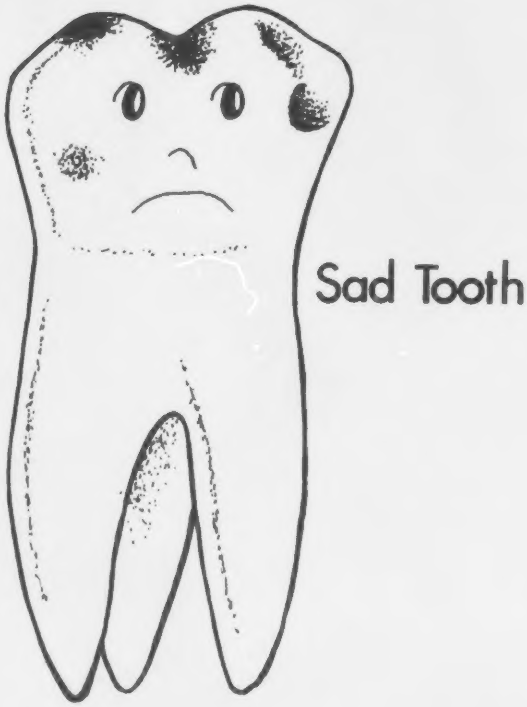


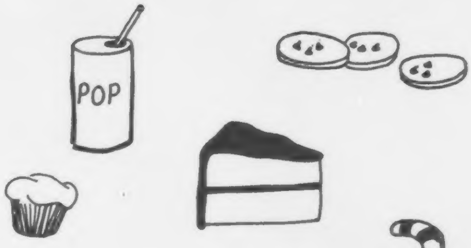
I have ____ teeth.

ACTIVITY SHEET #16


Happy Tooth

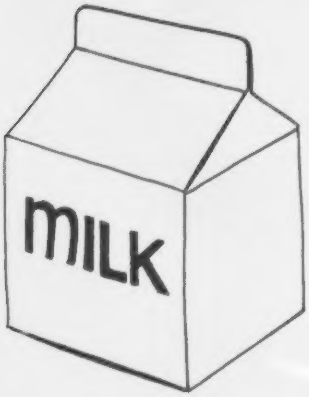


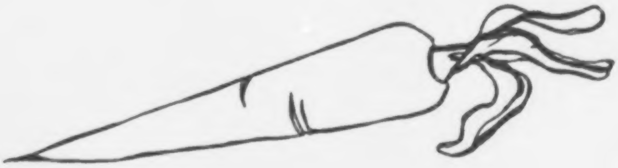


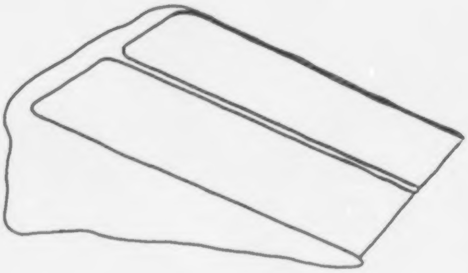


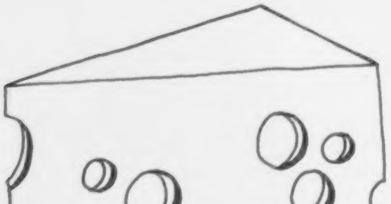
ACTIVITY SHEET #17

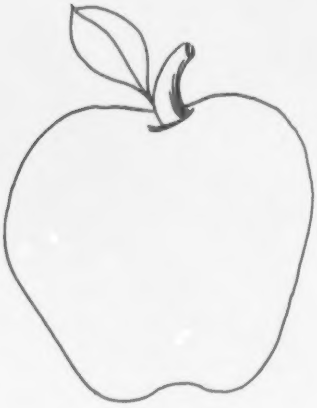
COLOR THE SUPER SNACKS TO MAKE TAMMY TOOTH HAPPY.

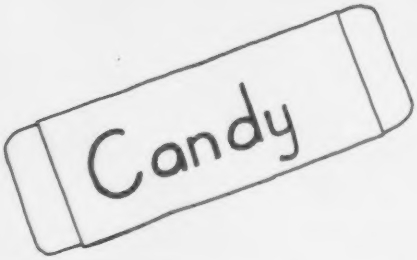


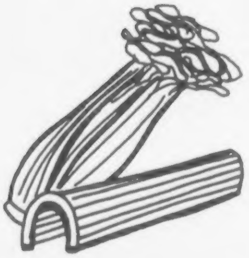






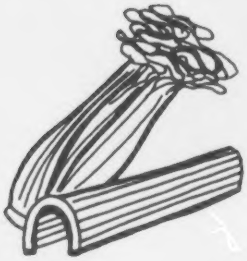


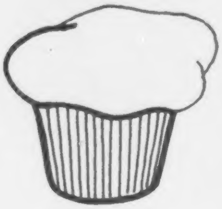


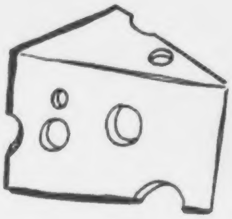


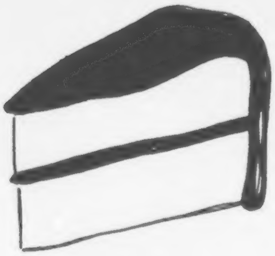
ACTIVITY SHEET #18

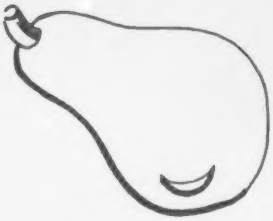
CIRCLE THE SUPER SNACKS THAT YOU SHOULD EAT TO HAVE HAPPY TEETH.

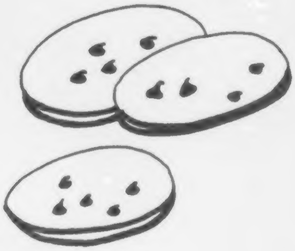


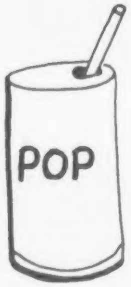


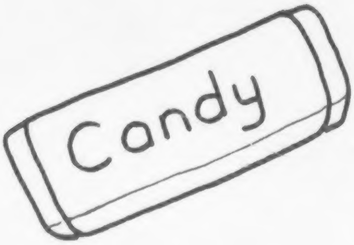


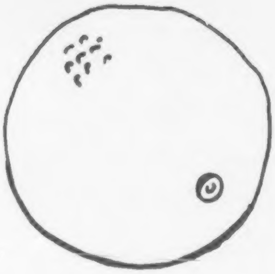


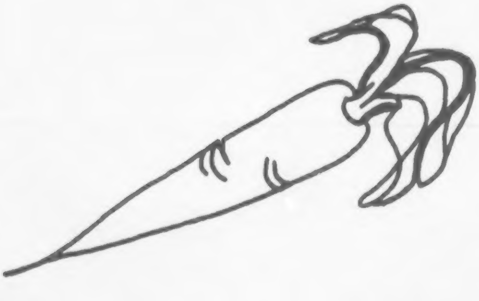


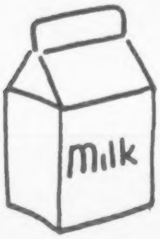


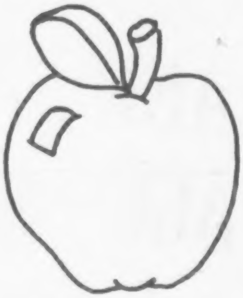










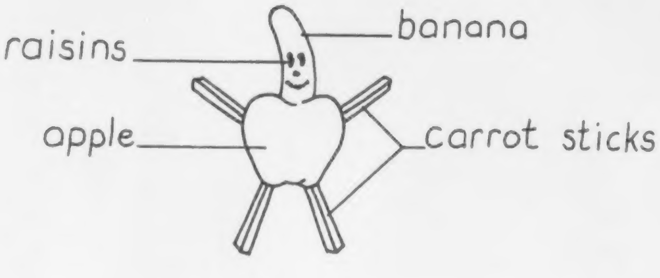


TO PREPARE THIS DELICIOUS AND NUTRITIOUS SNACK, YOU WILL NEED:

½ APPLE	1 MEDIUM CARROT
½ BANANA	8 TO 10 RAISINS

HERE IS WHAT YOU NEED TO DO:

1. CUT THE APPLE IN HALF AND PLACE IT ON A PLATE WITH THE CUT SIDE DOWN.
2. PARE THE CARROT AND CUT IT INTO STRIPS (YOU WILL NEED AN ADULT TO HELP YOU WITH THIS).
3. PLACE THE CARROT STICKS AS YOU LIKE TO GIVE YOUR "MAN" ARMS AND LEGS.
4. LAY THE BANANA WITH THE CUT END AT THE TOP OF THE APPLE, TO GIVE YOUR "MAN" A HEAD.
5. USE THE RAISINS TO ARRANGE A FACE ON YOUR "MAN".
6. YOUR "APPLE MAN" SHOULD LOOK SOMETHING LIKE THIS:



UNIT H
HANDLE WITH CARE

BASIC CONCEPTS: Cleanliness in handling food is essential to good health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become aware of cleanliness practices involved in safe food handling by . . .			
. . . stating why it is important to clean food before eating it.	Talk about where and how food is purchased. Show examples of canned, frozen, packaged (boxed), and fresh food items. Explain that the fresh foods are not protected in any way from dirt or germs and that fresh foods such as fruits and vegetables need to be cleaned before eating.	Exapmles of fresh, canned, frozen, and packaged foods.	Science-can be related to unit on plants, physical changes, germs or bacteria.
	Have the children compare the physical appearance of foods before and after it is cleaned. Talk about what happens as food is cleaned. Example: celery, carrot, corn on the cob, strawberries.	Magnifying glass. Samples of fresh fruits and vegetables.	Science-can be related to unit on plants and physical changes.

BASIC CONCEPTS: Cleanliness in handling food is essential to good health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become aware of cleanliness practices involved in safe food handling by . . .			
. . . identifying and demonstrating personal cleanliness practices.	Talk about why hands need to be washed before handling or eating food. Also that it is a good health practice to wash hands after bathroom use. These are good health practices that should be followed all the time.	Health Hints-poster set, Trend Enterprises, Inc., Box 3073, St. Paul, MN 55165. Good Health Ways, William G. Johnston Company, P.O. Box 6759, 1130 Ridge Avenue, Pittsburgh, PA 15212. Health Posters, Set I-Primary, Hayes School Publishing, 321 Penwood Avenue, Wilkinsburg, PA 15221. Cassette Tape-Practicing Health and Hygiene, Health and Safety for Young People, Troll Associates.	Health-personal hygiene.
	Conduct the clean hands experiment in class and discuss the results.	Activity Sheet #20, Clean Hands Experiment.	
	Also explain that the table or counter used for dining should be clean. During any classroom tasting session plan to wash tables or desks before serving food. Clean hands experiment	Activity Sheet #20, Clean Hands Experiment.	

BASIC CONCEPTS: Cleanliness in handling food is essential to good health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Visit the school cafeteria to show the children how the cafeteria workers carry out cleanliness practices. Observe the workers handling food and see the use of plastic gloves, hair nets, uniforms, aprons, seperate hand washing sink. Have the workers explain the cleanliness or sanitation practices they must follow. If possible, show the children how the dishwasher is operated to make sure all the dishes, glasses and utensils are thoroughly clean.	Cafeteria manager and workers.	Health-cleanliness practices, safe handling of food. Career Awareness-food service.

BASIC CONCEPTS: Following safety rules helps to prevent accidents in the kitchen.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will demonstrate the safe use of equipment during food preparation by . . .			
. . . identifying and following safety rules in the kitchen or classroom.	Talk about why safety is important in the kitchen or when preparing food in class. Explain that if safety rules are remembered and followed accidents can be prevented.	Filmstrip-Kitchen-Handle With Care, from Stores About Safety Series, Coronet Instructional Media, 65 East South Water Street, Chicago, IL 60601	Health-accident prevention, safety.
	Have the children tell about the safety rules they must follow at home in the kitchen.		
	Display pictures of different equipment used in the kitchen around stop signs to depict hands off hot food, hot liquids, and appliances; handle with care-breakable glasses and dishes, and sharp utensils; wiping up spills to prevent falling and children not using electrical appliances unless an adult is present or nearby.	Health/Science textbooks. Magazine pictures, cardboard constructed stop signs. Examples of equipment that should be handled carefully can also be displayed.	Health-accident prevention, safety.
	Have the class make a list of safety rules to follow during classroom food preparation and in the kitchen at home. Post in class as a reminder.		Health-safety, accident prevention.

BASIC CONCEPTS: Following safety rules helps to prevent accidents in the kitchen.

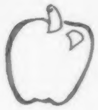
OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Have the students make a safety slogan to post in classroom, cafeteria, or kitchen at home.	Construction paper, crayons.	Language Arts-slogan, creativity.

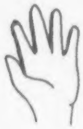
UNIT H-TEST

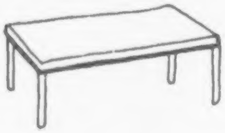
NAME________________________

DATE________________________

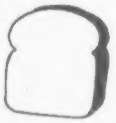
1. DRAW A CIRCLE AROUND THE PICTURES THAT SHOW WHAT WE MUST WASH BEFORE WE EAT.


APPLE

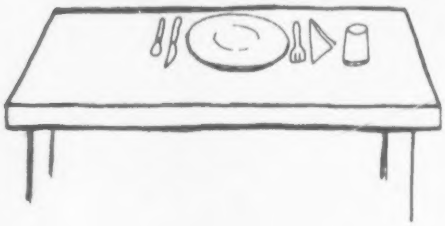

HANDS

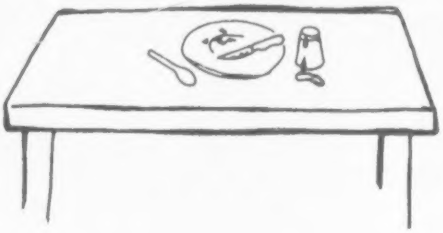


TABLE


BREAD

2. DRAW A CIRCLE AROUND THE GOOD PLACE TO EAT.





PUT AN X ON THE LINE NEXT TO THE GOOD HEALTH AND SAFETY RULES.

3._________WASH HANDS BEFORE YOU EAT.

4._________WIPE UP SPILLS.

5._________RUN WITH A GLASS IN YOUR HAND.

6._________CLEAN FRESH FRUITS.

ACTIVITY SHEET #20

CLEAN HANDS EXPERIMENT

This can be done as a student experiment or teacher demonstration.

Student experiment to illustrate the importance of washing hands and table surface before eating.

Choose several students to:

1. Wash hands thoroughly with soap and water; then rub light colored clay or play dough in hands.
2. Without washing hands rub light colored play dough or clay in hands.

Have other class members observe the appearance of the clay. What are the students conclusions?

Choose several students to:

3. Wash desk area or table surface with soap and water; then rub surface with light colored clay or play dough.
4. Without washing table surface, rub the surface with the light colored clay or play dough.

Ask for the student's observations of this experiment. What does this experiment tell us.

STUDENT OBSERVATIONS:

1.

2.

3.

UNIT I
MANNERS MATTER

BASIC CONCEPTS: Good manners help us enjoy our meals and snacks.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become aware of the value of good table manners and habits by . . .		The following resources can be used for the suggested activities in this unit. Film-Good Eating Habits, Dairy Council.	
. . . identifying two reasons for using good manners.	Read a story or show a film or filmstrip which shows the importance of good manners. Talk about why we need to use good manners at mealtime so that it is a happy time and one can enjoy talking and eating with other people. A pleasant time during a meal also makes the job of digesting food easier. Have the children role play a situation showing both good and bad examples of manners during mealtime. Talk about how the children feel in both instances. Explain that good behavior at the table brings good feelings and bad behavior usually brings bad feelings.	Filmstrip-Manners To Grow With, from Health and Safety for Young People, Troll Associates. Check local school libarary for children's books relating to manners. Posters-This is a Sulker or a Pouter; A Nice Sneeze Covers a Kerchoo with a Handkerchief; Please and Thank You Go Together; When a Person is Standing Next to You, There is No Need to Shout; Green Giant Company, 5601 Green Valley Drive, Minneapolis, MN 55437. Poster-Manners Matter, Trend Enterprises, Inc., Box 3073, St. Paul, MN 55165.	Social Skills-manners at mealtime. Language Arts-use of language role playing.

BASIC CONCEPTS: Good manners help us enjoy our meals and snacks.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . identifying good manners to use in school and at home.	Through a class discussion, have the children name a list of good manners to use in school and at home that include common courtesies and mealtime manners. Record on a transparency, poster, or activity sheet. Have the children role play the use of good manners during mealtime and other situations to practice being courteous and polite.	Activity Sheet #21, Eyes on Good Manners.	Social Skills-manners.
Students will develop competence in the appropriate use of table manners and habits by . . .			
. . . practicing acceptable manners during mealtime at school and home.	Prepare Magic Manners chart or list. Children receive stars on list for remembering to use the magic words--please and thank you or manners commonly not used. Assign a weekly Mister/Miss Manners Award for the student doing the best job of practicing good manners.	Poster or construction paper for chart and minature stars.	Language Arts-use of language. Social Skills-manners.

BASIC CONCEPTS: Good manners help us enjoy our meals and snacks.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Talk about using good manners during lunch in the school cafeteria. Encourage the children to be polite to the cafeteria workers and the other children at their table, to talk quietly while eating lunch and to follow any other cafeteria or lunchroom rules.	Display of posters related to good manners. Filmstrip-Safety on the Playground and In the Cafeteria, Imperial Film Company, Lakeland, FL 33803. Cafeteria Manager.	Social Skills-manners. Health-safety and health habits.
	During any classroom tasting experience, emphasize the use of appropriate manners. After the activity, talk about and compliment the children for practicing good manners.		Social Skills-manners. Health-good health habits.
	Have the children create good manners slogans. Post around the class or school cafeteria as helpful reminders.	Construction paper.	Language Arts-creative writing, vocabulary, and spelling.
	Allow time for each child to tell the class about how he uses good manners at home during mealtime.		Language Arts-speech.
	Plan a field trip to a local restaurant. Discuss which good manners students should use. Design a checklist of these manners and have each student evaluate himself/herself after the experience.	Cooperation of parents and local restaurant. Activity Sheet #21, Eyes on Good Manners.	

BASIC CONCEPTS: Good manners help us enjoy our meals and snacks.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . demonstrating the proper way to arrange a place setting using knife, fork, spoon, napkin, plate, and glass.	Demonstrate the proper way to arrange a place setting at the table for a meal.	Paper and plastic products or real items.	Practical use for everyday living.
	Display a poster with a place setting illustrated as a reference for the children.		
	Give each child an opportunity to practice setting the table for classroom food experience.		
	Encourage the children to assume the responsibility for setting the table at home.		
	Have the children draw a place setting on a large sheet of construction paper. Cover with clear contact paper or laminate. Each child will then have his/her own placemat to use at home or during classroom tasting experiences.	Construction paper, crayons, contact paper or laminator.	Art-drawing skills.
	Children may also enjoy making originally designed placemats from construction paper.	Construction paper.	Art-creativity.

UNIT I-TEST

NAME_____________________________

DATE_____________________________

PUT AN X ON THE LINE NEXT TO THE GOOD MANNERS.

1._________SAY PLEASE AND THANK YOU.

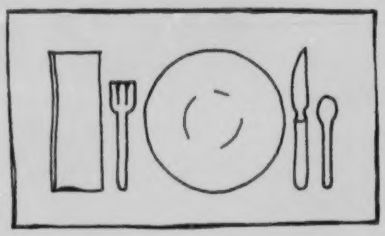
2._________TALK WITH FOOD IN YOUR MOUTH.

3._________EAT SLOWLY AND NEATLY.

4._________TALK NICELY AT MEALTIME.

5._________USE NAPKIN AT MEALTIME.

6. LOOK AT THIS PICTURE BELOW. THIS IS THE **RIGHT** OR **WRONG** WRONG WAY TO SET THE TABLE.



CIRCLE THE RIGHT WORD.

7. IN THE SCHOOL CAFETERIA CHILDREN **DO** OR **DO NOT** RUN.

8. **SOFT** OR **LOUD** TALKING IS GOOD AT MEALTIME.

ACTIVITY SHEET #21

EYES ON GOOD MANNERS

Eyes
on Good Manners

1.

2.

3.

4.

UNIT J
SMART SHOPPING

BASIC CONCEPTS: Selective buying of food promotes good health and nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
The students will develop the ability to make wise food purchases by . . .			
. . . becoming familiar with how and where food is purchased.	Build a "food store" in class, using play money and empty food containers. Let the children buy and sell and gain experience getting and giving change, deciding what to buy, etc. (This activity is an excellent one to coordinate with different objectives from other units.)	Empty food containers, play money, toy cash register, etc.	Math-arithmetic skills.
	View picto-series "Talkstarters at the Store" kit and follow suggested discussion questions on the back of each picture. Set up food chart and models for students to work with to divide the foods into the Basic Four food groups.	Talkstarters at the Store, Scott Foresman Company, 99 Bauer Drive, Oakland, CA 97436.	Social Studies Health/Nutrition-Basic Four.
	Cut out pictures of children which depict some type of shopping and/or buying or read the class a story about shopping. Have the class discuss what they are buying and why.	Study Print #9, from What We Do Day by Day, Dairy Council. Let's Go to a Supermarket, Chapman, G.P. Putnam's Sons, 200 Madison Avenue, New York, NY 10016. Talkstarters at the Store, Scott Foresman and Company.	Language Arts. Social Studies.

BASIC CONCEPTS: Selective buying of food promotes good health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
		Where Food Comes From, Dairy Council.	
	Collect empty food containers. Set up a display in class. Place cost of item on bottom and have students arrange items from most expensive to least expensive (or vice versa).	Empty food containers (boxes, cans, labels, etc.).	Math-arithmetic skills.
	Develop a puppet show or skit demonstrating various food buying concepts.	Teacher Reference-How to be a Better Shopper, Sperry and Hutchinson Company, 2900 West Seminary Drive, Fort Worth, TX.	Language Arts.
	Using magazine pictures, develop a pictorial story of food shopping.	Old magazines and booklets.	Language Arts.
	View films or filmstrips relating to stores and food shopping.	Film-People Who Work in Stores, Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601.	
. . . identifying at least three examples of good snack foods that they can buy.	Have students bring to class pictures of foods commonly eaten for snacks. (Could display food models) Ask students which items they would or would not buy and to explain their reasons. Reasons should reflect personal preferences and food selection based on health, nutrition, or dental health.	Magazines, newspapers, or Dairy Council Food Models.	Health/Nutrition-food preferences and buying. Social Studies-decision making.

BASIC CONCEPTS: Selective buying of food promotes good health and nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Talk about good things to buy when a student goes food shopping with his parents. The most tempting spot is a checkout counter with the gum and candy display. Review with the children why these foods are not good for them in relation to general health and nutrition and dental health. Encourage children to watch how the cash register works or all the foods being bought while in the checkout line.		Health/Nutrition-general health, dental health.
	The most common food children have an opportunity to buy themselves are snack foods. Have the class make up a list of common snack foods. Ask them which ones they should buy and why. Reinforce concept of choosing foods from the Basic Four for snacks.	What Makes a Good Snack for Me from Meals and Snacks for You, Dairy Council. Refer to Level I-Unit F. Teacher Reference-Activity Sheet #12, Snacks.	
	Have the children tell what foods they usually buy when they go to the store. Compare to Basic Four food groups. Ask the children if the foods are good for them. Suggest other foods that they could buy that would taste as good and be better for them.		

BASIC CONCEPTS: Selective buying of food promotes good health and nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	FOLLOW-UP ACTIVITIES:		
	Have a class party for a special occasion and serve nutritious economical snack foods. Guide students during planning and preparation sessions. Encourage them to do as much as possible themselves as opposed to parents bringing cakes, cookies, etc.	Refer to What's Cooking?, Supplement to SNACK Pack.	Health-general nutrition and food sources.
	With the cooperation of local grocery store manager, arrange for a field trip to visit and tour a local grocery store. This trip or another trip later may also be a good time to purchase foods for a tasting party or snack session.	Grocery Store Manager.	

BASIC CONCEPTS: Advertising can influence our food choices.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will recognize that advertising can influence food choices by . . .			
. . . understanding the meaning and purpose of advertising.	Talk about the word advertising Ask the children what they think it means. Lead discussion to conclude that advertising is a means of informing people about products and services. Ask them if advertising encourages them to buy and where they see or hear food advertisements. Refer to television or radio commercials or display food advertisements from magazines or newspapers.	Pictures of magazine or newspaper food advertisements.	Social Studies-consumer education.
	Talk about how advertising affects the kinds of things we want. Read the poem, "The Chickens". Discuss how the things we want may not be good for us especially when it comes to food choices.	Poems to Read to the Very Young, selected by Josette Frank, Random House, New York. Economic Education Through Literature-Primary Grades K-3, Kansas State Department of Education, Kansas State Education Building, 120 East Tenth Street, Topeka, KN 66612.	Social Studies-consumer education.
	Talk about how we can learn from advertising. Have children talk about food advertisements or commercials which taught them some-	Magazine or newspaper advertisements promoting healthy foods.	Social Studies-consumer education. Health/Nutrition-food choices.

BASIC CONCEPTS: Advertising can influence our food choices.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	thing. Explain that you can find out about a new food, how it tastes, how to prepare it, and what it looks like from food advertisments or commercials.		
. . . identifying foods that are advertised and whether it is a good choice based on nutrition and health.	Ask the children what foods they see advertised on television or in magazines or newspapers. Arrange a display of these common foods that are advertised such as sugar-coated cereal, candy, and pop and talk about whether these foods are good for children. Review the importance of selecting foods from the Basic Four for general health and dental health.	Display of food cartons or Food Models, Dairy Council. Poster-Eat the 3-2-4-4 Way, Dairy Council.	Social Studies-consumer education. Health/Nutrition-Basic Four and food choices.
	Find out if the children ask their parents for foods they see advertised and why? Talk about the foods--Do they tast good? Do you get a free toy? Is the food good for you? Why did you want that food?		Social Studies-consumer education. Health/Nutrition-Basic Four and food choices.
	Ask the students if they have seen any T.V. commercials or magazine advertisements about foods that are good for them and allow time for children to tell about them.	Magazine advertisements promoting healthy foods.	Social Studies-consumer education. Health/Nutrition-Basic Four and food choices.

BASIC CONCEPTS: The way we act in the supermarket affects those around us.

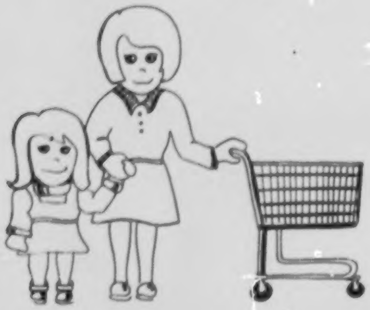
OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
The students will become familiar with appropriate behavior when shopping by . . .			
. . . identifying three examples of good shopping behavior.	Using role play or "charades" game format, have students act out acceptable shopping behaviors. Also act out unacceptable shopping behavior and have the students suggest how to improve behavior. Ask students to tell about the experiences they have had while grocery shopping with their parents. Invite students to compare shopping with their parents to a field trip to a grocery store the class may have already taken. When going to the grocery store on a class field trip, have students discuss ahead of time how they should behave in the store. Make a list of rules for everyone to follow. After the trip, have students evaluate themselves (not each other) on their conduct and manners. After other learning points have been discussed, compare their parents to a field trip to a grocery store the class may have taken.	Teacher Reference-How to Be A Better Shopper, Sperry and Hutchinson Company.	Language Arts-role playing and use of language.

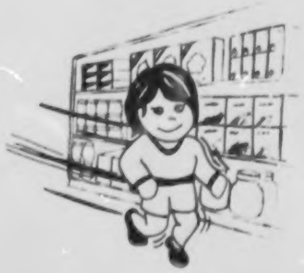
UNIT J-TEST

NAME________________________

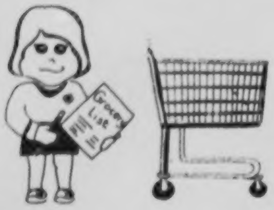
DATE________________________

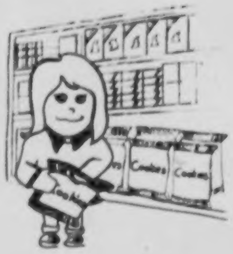
1. LOOK AT THE PICTURES BELOW. CIRCLE THE PICTURE THAT SHOWS THE CORRECT WAY TO ACT WHEN GROCERY SHOPPING.



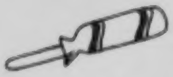


2. LOOK AT THE PICTURES BELOW. CIRCLE THE PICTURE THAT SHOWS THE CORRECT WAY TO ACT WHEN GROCERY SHOPPING.

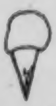




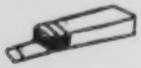
3. YOU HAVE 25¢ TO SPEND. DRAW A CIRCLE AROUND THE GOOD SNACK FOOD YOU WOULD BUY.



candy



ice cream



bubble gum

CIRCLE THE RIGHT WORD.

4. WE BUY FOOD AT A **STORE** OR **HOUSE** .

5. WE ARE **POLITE** OR **MEAN** TO PEOPLE IN THE STORE.

LEVEL II

Grades 3 & 4

UNIT A . . . GOOD EATING FOR GOOD HEALTH
UNIT B . . . FINDING OUT ABOUT FOODS
UNIT C . . . NUTRIENT NOTES
UNIT D . . . SUPER GROUPS FOR A SUPER YOU!
UNIT E . . . THE MORNING WARNING: BREAKFAST COUNTS!
UNIT F . . . IT'S TIME FOR LUNCH
UNIT G . . . THE SNACK RACKET
UNIT H . . . TOOTH TIME
UNIT I . . . MANNERS MATTER
UNIT J . . . SMART SHOPPING
UNIT K . . . THE WORLD OF WORK

UNIT A
GOOD EATING FOR GOOD HEALTH

BASIC CONCEPTS: All living things need food for health, growth, and activity.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
The students will recognize the need for a proper balance of food each day by . . .			
. . . discussing the body's need for a variety of foods each day.	Using magazine pictures or study prints which show many different daily activities, illustrate the body's need for food in order to stay healthy, for energy to complete the many daily activities, and for growth.	Study Prints-What We Do Day By Day, Dairy Council. Film-"Alexander Learns Good Health," Dairy Council.	Health-relationship of nutrition to energy needs and health.
	Discuss the different food needs of a young baby, school-age child and an adult. Point out that the food is usually the same (from the Basic Four) but eaten in varying amounts or in different forms. Illustrate using magazine pictures or food models.	Food Models from the Dairy Council or magazine pictures.	Nutrition-Basic Four food groups.
	Read the booklet, "The Thing the Professor Forgot," reviewing the Basic Four food groups and why we need these foods.	Booklet-"The Thing the Professor Forgot," U.S. Department of Agriculture, Consumer Education, Pueblo, CO 81009.	
	Compile a "Good Food to Stay Healthy" booklet with cutout magazine pictures showing the foods which the students like to eat to stay healthy.	Magazine pictures, construction paper, and paste.	Health-food choices. Art-Basic skills.

BASIC CONCEPTS: All living things need food for health, growth, and activity.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Construct a bulletin board or write a skit or puppet show featuring the Seven Dwarfs. Show those dwarfs that eat properly (Happy, Smiley, and Doc) and those that eat improperly (Sleepy, Dopey, Grumpy, and Sneezy).		Language Arts-interpretation and phrasing. Art-principles of art, use of basic materials, and creativity.
	Construct a bulletin board entitled, "Plant Good Nutrition Habits." Relate growth of plants to growth of children, if children "plant" good nutrition habits by eating an adequate breakfast, lunch, dinner, and snacks. If not, show petals falling off depicting unhealthiness due to poor eating habits.	Activity Sheet #22, Part I, Bulletin Board Ideas.	
	Conduct the experiment explained on the accompanying student activity sheet. The control group of seeds may be set up ahead of time by the teacher if desired. Also discuss the importance of rest and exercise for children. Ask the question: Why does our school schedule allow time for eating lunch, resting, (for younger children), and exercise (gym and/or recess)?	Activity Sheet #23, An Experiment in Growth.	Science-basic elements needed for growth; use of scientific method. Health-daily activities necessary for good health.

BASIC CONCEPTS: All living things need food for health, growth, and activity.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . identifying the basic job of each food group in the body.	The teacher will discuss eating the foods from the Basic Four food groups and how they help the body work properly and stay healthy. Utilize the flannel board or bulletin board to make this activity more effective. Group food models into the Basic Four food groups and label each group by its name. Make small signs for the following headings so that the body needs can be matched with the appropriate supplying food group. The terms grow, go, and glow are key words to help students remember the analogy. Refer to Activity Sheet #22 for presentation or display ideas.	Film-"Good Eating Habits," Coronet Instructional Films, 65 South Water Street, Chicago, IL 60601, or Dairy Council. Food Models and Nutrition Source Book from the Dairy Council. Activity Sheet #22, Part II, Bulletin Board Ideas. Activity Packet #1, Basic Four Food Groups, Level I-Unit C. Single or composite drawings can be used as a basis for presentation or display. Teacher References-"Food and Fitness," booklet from Blue Cross Association, 840 North Lake Shore Drive, Chicago, IL 60611. "Mr. Peanut's Guide to Nutrition," Standard Brands Educational service, P.O. Box 2695, Grand Central Station, New York, NY 10017. "Food is More Than Just Something to Eat," U.S. Department of Health, Education and Welfare, Public Health Service, Food and Drug Administration, 5600 Fishers Lane, Rockville, MD 20852.	Health-daily body functions and uses. Science-relationship of nutrition, growth, rest, and exercise. Health-relationship of body functions and nutrition. Nutrition-introduction to Basic Four food group classifications.

UNIT A-TEST

NAME____________________

DATE____________________

USE THE WORDS BELOW TO COMPLETE THE FOLLOWING SENTENCES.

GO GLOW GROW BASIC FOUR

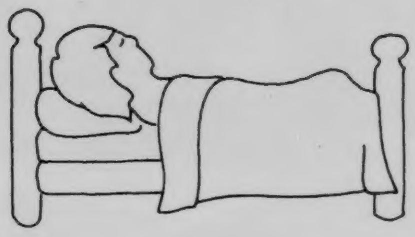
1. FOODS FROM THE MEAT AND MILK GROUPS HELP YOUR BODY ______________.

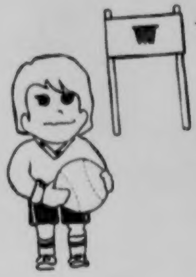
2. FOODS FROM THE FRUIT AND VEGETABLE GROUP HELP YOUR BODY ___________.

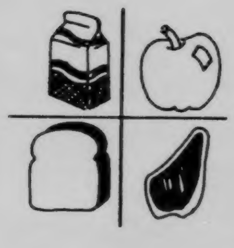
3. FOODS FROM THE CEREAL AND GRAINS GROUP HELP YOUR BODY ____________.

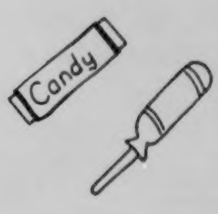
4. FOODS FOR GOOD HEALTH CAN BE FOUND IN THE ____________ FOOD GROUPS.

5. CIRCLE THE PICTURES OF WHAT YOU NEED FOR GOOD HEALTH.







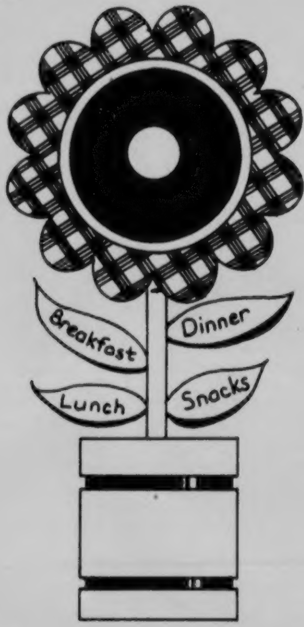


ACTIVITY SHEET #22 BULLETIN BOARD IDEAS

PART I: Utilize the bulletin board ideas illustrated below to explain the relationship between nutrition, health, and growth. Construct the potted plant from colorful construction paper.

PLANT GOOD

NUTRITION HABITS



PART II: The illustration below may be used to explain the relationship between good health and the need for a variety of food from each of the Basic Four food groups. Construct the name signs from colorful construction or poster paper for a visual presentation or bulletin board. Pictures of foods from each food group may be arranged beforehand or added as part of the activity by the students by matching the foods with the correct food groups.

BODY BUILDERS	GROW	MEAT GROUP MILK/DAIRY GROUP
ENERGY GIVERS	GO	CEREAL/GRAIN GROUP
BODY HELPERS	GLOW	FRUIT AND VEGETABLE GROUP

ACTIVITY SHEET #23 AN EXPERIMENT IN GROWTH

What you need: empty milk carton, 3 pea or bean seeds, plant food, soil, sunlight, and water.

EXPERIMENTAL GROUP:
Mix some plant food with the soil using the directions for proportions given on the plant food package. Fill an empty milk carton with the fortified soil Plant the seeds and keep the carton in a place where it will receive sunlight. daily. Water the seeds as necessary to keep the soil moist, but not saturated. Check your seeds each day and see how they are growing. Prepare a chart or graph to show their progress.

CONTROL GROUP:
As a class, set up the same experiment as above, but with these exceptions: (1) Plant three seeds in very sandy soil; use no plant food; continue to water the seeds as needed and place them in sunlight. (2) Plant three seeds in soil with plant food; water the seeds as needed but keep them in a dark place. (3) Plant three seeds in soil with plant food; keep the seeds in sunlight but do not water them at all. (4) Plant three seeds in soil with plant food; keep them in the sunlight and water them as necessary to keep the soil moist.

RECORDING THE RESULTS:
Use a chart or graph to compare the growth of all the seeds every two or three days for a period of three or four weeks. A chart such as the one below may help you.

DATE						
My Seed						
Seeds #1						
Seeds #2						
Seeds #3						
Seeds #4						

CONCLUSIONS:
Carefully evaluate the growth of all the seeds. Note which seeds grew the fastest and strongest. What was important for their growth? Why? Which seeds did not grow well? Why?

ANSWER THE FOLLOWING QUESTIONS:
1. Name 4 elements which are necessary for growth?
2. How are these elements important for your growth?
3. What type of food did the plants receive?
4. What type of food should you eat?
5. Why do you thing food is important to your growth and health?

UNIT B
FINDING OUT ABOUT FOODS.

BASIC CONCEPTS: Plants and animals are the two main sources of food.

OBJECTIVES	**ACTIVITIES**	**RESOURCES**	**SUBJECT AREA FOR INTEGRATION**
Students will become familiar with the two main sources of food by . . .		The following resources will be helpful for the suggested activities:	
. . . identifying a variety of food from plant and animal sources.	Begin talking about the sources of food. Name or show pictures of several different foods and ask children if they come from plants or animals. As you talk about different foods compile a chart with the headings Food From Plants and Food From Animals. If not sure of the food source, assign students to find out whether it comes from a plant or animal.	Activity Fun with Foods, American School Food Service Association, 4101 East Iliff Street, Denver, Colorado 80242. Creative Food Experiences for Children, Center for Science in the Public Interest, 1779 Church Street, Washington, D.C. 20036. Teaching Pictures-Plants and Seeds Set, Food and Nutrition Series, David C. Cook Publishing Company, 850 North Grave Avenue, Elgin, IL 60120. Study Prints-We All Like Milk, Booklet-"Where We Get Our Food," Food Models, Dairy Council. Poster-Versatile Vegetables, See How They Grow, Green Giant Company, 5601 Green Valley Drive, Minneapolis, Minnesota 55437.	Science-study of plants and animals as food sources.

BASIC CONCEPTS: Plands and animals are the two main sources of food.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . classifying foods in plant or animal source categories.	Introduce a variety of food names by identifying as a class a list of twenty foods that come from animals and twenty foods that come from plants. Talk about the different parts of a plant we eat finding out which foods come from leaves, stems, roots, flowers or fruits. Children can develop their own "Finding Out About Food" booklet collecting facts or pictures about foods produced by animals or provided by animals and foods from plants or a certain part of a plant.	The following films will be helpful for the suggested activities: Filmstrip Series-'Foods We eat:" Vegetables, Grains, Fruit, Dairy Products, Meat and Poultry, Fish and Seafood, Coronet Films and Filmstrips, 65 East South Water Street, Chicago, IL 60601. Filmstrip-'Nutrition For Little Children," Educational Activities, Inc., P.O. Box 392, Freeport, NY 11520. Films-'Food For the City: Wheat and Flour," and "Food For the City: Produce," BFA Educational Media, 2211 Michigan Avenue, P.O. Box 1795, Santa Monica, CA 90406. Films-'Milk and Milk Foods," and "Stanley Takes a Trip," Dairy Council.	Science-study of plants and animals as food sources.

BASIC CONCEPTS: Our food supply comes from many places in many ways.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
The student will become familiar with where food comes from by . . .			
. . . identifying where a variety of food grows and is processed.	Have each student select a favorite food that is not locally produced and find out how that food item gets to the neighborhood store. Library research will be necessary or invite local grocer to explain to the class how all the different foods get to the store and where they come from.	Picto-Series-Talkstarters at the Store, Scott Foresman, 99 Bauer Drive, Oakland, CA 97436. Local grocer or supermarket manager.	Social Studies-farming, transporing, manufacturing and marketing food products.
	Accumulate as a class a list of places from which selected foods are produced or processed. Use food labels to find out addresses of the processor or packager. As each place is identified, pin or tape a small label with the food's name to the appropriate spot on the map.	Large United States and World Map. Library and social studies reference books. Food Source Map, Armour and Company, Public Relations Department, P. O. Box 9222, Chicago, IL 60609.	Social Studies-geography.
	Construct and play the "Growing Foods" game. Students can do the basic research necessary to design and make the cards.	Activity Sheet #24, "Growing Foods Game." Library Reference-books or set of encyclopedias.	Social Studies-climate and geography. Language Arts-research skills and vocabulary.

BASIC CONCEPTS: Our Food supply comes from many places in many ways.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . identifying ways in which food is transported to a store.	Visit or talk about a farm, bakery or supermarket. Report on how food is grown, harvested, processed, and marketed.	Booklet-"More Milk Please," Dairy Council. Teaching Pictures-A Trip To the Farm, David C. Cook Publishing Company. Film-"Dairy Farm," Dairy Council.	Social Studies-food processing and marketing.
	Talk about the different means of transportation used to get food products to the store. Have children bring in pictures of transportation methods to arrange a bulletin board or display titled "Food Comes From Far Away."	Film-"Moving Goods in the Community," Coronet Instructional Films. Teaching Pictures-Transportation, David C. Cook Publishing Company.	Social Studies-transportation.

BASIC CONCEPTS: Food can be obtained in many different forms.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will understand that food is available in different forms by . . .			
. . . identifying and comparing fresh and processed forms of food.	Select one food product and have the class identify the different forms in which it is purchased. These should include fresh, frozen, canned, dried, smoked and dehydrated. Talk about the differences and similarities in taste, texture and appearance. Point out that processing foods is a means of preserving foods for later use.	Food Models, Dairy Council. Food newspaper advertisements. Package samples of fresh, frozen, canned and dried foods.	Science-food technology, food preservation and processing.
	Plan a tasting session for children to become familiar with the taste and appearance of the same food but in different forms. Example: fresh and canned tomatoes; fresh or frozen carrots; milk products.	Creative Food Experiences For Children, Center for Science in the Public Interest. "What's Cooking," supplement to SNACK Pack.	Nutrition-tasting session, and widening variety of food choices.
	Choose one or two recipes which tell how to prepare a dish which is familiar to most of the class. How many ingredients are fresh? How many ingredients are preserved and how were they preserved? If appropriate, compare the recipe to a prepackaged form	Children's Cookbooks.	

BASIC CONCEPTS: Food can be obtained in many different forms.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	of the same dish (example: macaroni and cheese, spaghetti, a tuna casserole, etc.). If preparation is possible, compare the two for flavor, time for preparation, appearance, texture, desirability, etc.		
	Conduct a classroom study to compare the different food processing/preservation methods. Activity Sheet #25 includes detailed instructions for classroom preparation of dried, canned, and frozen apples.	Activity Sheet #25 Classroom Food Study.	Health and Nutrition-classroom food experience.
	ON-GOING ACTIVITY:		
	Utilize available commercial programmed learning kits for the children to become familiar with many different foods, their sources and preparation methods.	Picto-Cabulary Series-Words to Eat. Barnell Loft, Inc., 958 Church Street, Baldwin, NY 11510.	Language Art-vocabulary and reading Skills. Nutrition-widening variety of food choices. Social Studies-nationality foods.

UNIT B-TEST

NAME ____________________

DATE ____________________

MATCH THE FOODS BELOW TO THE PLACE IT COMES FROM.

A. Oranges	______	1.	Dairy Farm
B. Milk	______	2.	Sea, River or Ocean
C. Fish	______	3.	Cattle Ranch
D. Beef	______	4.	Florida and California

NAME TWO FOODS THAT COME FROM PLANTS.

5. ____

6. ____

NAME TWO FOODS THAT COME FROM ANIMALS.

7. ____

8. ____

NAME TWO WAYS IN WHICH FOOD IS PROCESSED.

9. ____

10. ____

ACTIVITY SHEET #24 GROWING FOODS GAME

Growing Foods is a card game based on "rummy" in which players draw from a deck until they are able to lay down a set of three. A set includes a food name card, food picture card and climate/geographic location card. Use heavy construction paper or 3 x 5 note cards to make 33 cards or 11 sets. Deal five cards to each player and place one card face up. First child to play all cards and empty hand wins. Teacher serves as moderator if question arises. Two to four children may play the Growing Foods game.

Suggested Food Cards:

Oranges - Florida and California/Semi-Tropical

Pineapples - Hawaii, Phillipines/Tropical Heat

Watermelon - Southern States/Hot, Long Summers

Bananas - South America, Hawaii/Tropical Jungle Climate

Apples - Michigan, Ohio, Pennsylvania, Washington/Temperate Climate

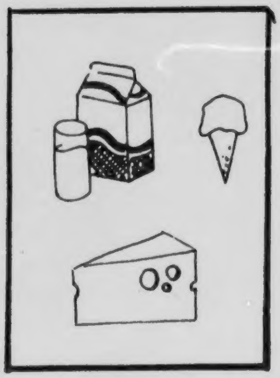
Dairy Products - Farms in Northeastern and North Central States/ Cool Climate

Tuna - Deep, Cool Seas

Clams - United States Eastern Shore/Ocean Beaches

Beef - Southwestern States/Grazing Plains

Wheat - Midwest States/Plain States



DAIRY
PRODUCTS

NORTHEASTERN
AND
NORTH CENTRAL
STATES

This activity is designed to familiarze the students with several food processing/preservation methods. Classroom preparation instructions are included for drying, cooking/canning and freezing apples. Each preparation will take approximately 30 minutes per day. Conclude the study with a tasting session for the students to sample the dried, canned, frozen and also fresh apples. Have the students compare and rate each form of apples according to taste, texture, appearance and acceptance and discuss their reactions.

DAY I-DRYING APPLES

A. Equipment: Knives, tray, towels, and paper towels.

B. Ingredients: Two or more apples, lemon juice or Fruit Fresh.

C. Preparation:

1. Peel, slice, core slices. To prevent discoloration, sprinkle with lemon juice or "Fruit Fresh."

2. Spread slices in a single layer on a towel or tray covered with paper towels or have the children string slices on clean string with a large needle, about 2" apart. Cover lightly with paper towel.

3. Place in warmest possible place for two or three days. The apple slices when dried are leathery and dry to touch.

DAY II-COOKING/CANNING APPLES

A. Equipment: Hotplate or range and 1-2 quart covered pan, or electric fondu pot. Knives, bowl, sieve, large spoon. Two or three small jars with lids.

B. Ingredients: 4 or more red apples, 1/4 cup water, 1/2 cup sugar.

C. Preparation:

1. Cut up apples into 1" pieces; do not peel or core.

2. Place in pot with water and cook covered until soft and mushy (about 30 minutes.)

3. Pour apples into sieve over bowl and press through sieve with large spoon until only cores, seeds and skins remain. Discard these; stir sugar into applesauce and spoon into jars.

4. Jars should be stored in refrigerator or freezer once cooled, to eliminate hot-water-canning step.

DAY III-FREEZING

A. Equipment: Knives, peelers, plastic freezer containers, or margerine container.

B. Ingredients: 2 apples, 1-2 Tablespoons lemon juice.

C. Preparation:

1. Peel, slice and core apples.
2. Place apple slices with lemon juice in container and shake until coated. Pour off excess lemon juice.
3. Freeze.

DAY IV-TASTING SESSION

Materials Needed: Paper plates, (small) and napkins, plastic spoons.

Procedure:

1. Thaw frozen apples.
2. Peel, core and slice fresh apples and sprinkle with Fruit Fresh or lemon juice to prevent discoloration.
3. Arrange display of fresh and prepared apples for students to compare similarities and difference in appearance.
4. Pass out a sample of each form of apples for the children to taste.
5. Have the children compare the different forms of apples by completing the rating scale illustrated below. Survey the class to find out which form of apples was liked the most or least.

DIRECTIONS: Rate the four kinds of apples tasted. Write 1 for good, 2 for all right, 3 for bad.

	Taste	Texture	How It Looks	How I Like It
Dried				
Cooked/Canned Applesauce				
Frozen				
Fresh				

UNIT C
NUTRIENT NOTES

BASIC CONCEPTS: Foods supply nutrients necessary for growth and health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop an understanding that food contains varying amounts and types of nutrients by . . .			
. . . defining the term nutrient.	Begin talking with students about why our bodies need food. After naming several reasons, develop the concept that it is what food is made of that nourishes the body and that it is the nutrients in food, not specific foods, which are needed. Guide discussion for the students to discover that foods are made up of chemical substances called nutrients.	Teacher Reference-Nutrition Source Book, Dairy Council. Filmstrip-"Nutrition For You," Educational Activities, Inc., P.O. Box 392, Freeport, NY 11520. Key Nutrient Characters, Trend Enterprises, Box 3074, St. Paul, Minnesota 55165.	Science and Health-nutrients in food.
	Introduce or review a simple definition of nutrient as a chemical substance in food necessary for proper growth and good health.	Health or Science Textbooks.	
. . . identifying and recalling the names of the key nutrients.	Introduce the key nutrients which are Protein, Carbohydrate, Fat, Vitamins and Minerals. Talk about each one finding out what the children may already know about the nutrients.	Teacher Reference-Nutrition Source Book, Dairy Council. Game #7-Name a Nutrient, "Ice Breakers," FNS-120, Food and Nutrition Services, United States Department of Agriculture, Washington, D. C. 20250.	Science and Health-nutrients in food.
241			242

BASIC CONCEPTS: Foods supply nutrients necessary for growth and health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Explain that there are many different kinds of vitamins and two very important ones are Vitamin A and C. There are also many different minerals the body needs and two very important ones are Calcium and Iron. Detailed study of the many other vitamins and minerals is suggested for a later grade level. Although not commonly known, water is also an important nutrient which is essential for life. It accounts for one-half to three-fourths of the body's weight and carries out many jobs in the body.	Teacher Reference-Nutrition Source Book, Dairy Council. Unit III-What Food Is Made Of: Nutrients, McDonald's Action Pack, Box 2594, Chicago, IL 60690. "Nutrition Education in a Changing World," Unit I-1 through I-7, School Nutrition Education Curriculum Study. Beecher-Dock House, Pennsylvania State University, University Park, PA 16802.	
	Have the students read booklets or pamphlets to find out more about each nutrient or make research assignment for small group activity.	Science and Health Textbooks. Booklet-"How Food Affects You," United States Department of Agriculture, Federal Extension Service, U. S. Government Printing Office, Washington, D. C. 20402. Booklet-"Johnny Goes To Nutrition Land," University of Kentucky, Cooperative Extension Service, Lexington, KY 40506.	Reading-reading skills and comprehension. Language Arts-research skills.
. . . identifying the major nutrients supplied by each Basic Four food group.	Explain that there are many different foods which supply each of the nutrients and many foods contain more than one nutrient. Impress upon the students that no one food can supply all the	UNIT III-What Food Is Made Of: Nutrients, McDonald's Nutrition Action Pack.	Science and Health-nutrient content of Basic Four food group.

BASIC CONCEPTS: Foods supply nutrients necessary for growth and health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	nutrients needed by the body to grow and stay healthy which explains why a variety of food is needed each day.	Film-"The Big Dinner Table," Dairy Council. Poster and Leaflet-Everyday Eat the 3-2-4-4 Way!, Dairy Council.	
	Have students choose food models from different food groups and find out one nutrient it contributes.	Food Models, Dairy Council.	
	Ask the children what foods they think contain each of the nutrients. List under nutrient headings on chalkboard. It should become evident that the Basic Four food groups are represented in one or more of the lists.	Teacher Reference-"What's In Food?" St. Mary's College Press, Winona, Minnesota 55987.	Health and Science-food sources of nutrients.
	Make a chart to identify the major nutrient content of each Basic Four food group.	Refer to chart in Activity Packet #3, SNACK Pack Level II-Unit C.	
. . . naming two foods that contain each key nutrient.	Use food models or picutures to identify one or two foods that contain protein, carbohydrate, fat, vitamins and minerals. Water is found in all beverages and many foods.	Teacher Reference-Nutrition Source Book. Food Models, Dairy Council. Booklet-"How Food Affects You," United States Department of Agriculture.	

BASIC CONCEPTS: Foods supply nutrients necessary for growth and health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	ON-GOING ACTIVITY: Prepare nutrient puzzles referring to instruction given in Activity Packet #3. Through this activity, students will become familiar with the main functions and sources of nutrients.	Activity Packet #3-Nutrient Puzzles.	

BASIC CONCEPTS: Each nutrient has specific functions in the body.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will understand the body's need for nutrients in food by . . .			
. . . identifying ways in which major nutrients are used by the body.	Discuss the three major functions of nutrients in the body which are to build and repair (body builder), to provide heat and energy (body fuel), and to regulate body processes (body helper). Explain that each nutrient has certain jobs to do which cannot be done by other nutrients. There are also many other jobs that require the nutrients to work as a team.	Booklet-"How Food Affects You," United States Department of Agriculture, Federal Extension Service. Film-"What's Good To Eat," Dairy Council. Filmstrip and Book-What Happens To A Hamburger, Learning Media Corporation, 231 North 63rd Street, Philadelphia, PA 17043.	Science and Health-how food is used by the body.
	Create a poster illustrating one nutrient and its contribution to health.	Art Supplies.	Art-basic skills and creativity.
	FOLLOW-UP ACTIVITY:		
	Integrate study of digestive system for students to understand how foods are broken down and used by the body.	Science or Health textbooks. Filmstrip and Book-What Happens To A Hamburger, Learning Media Corporation.	Science and Health-digestive system.

UNIT C-TEST

NAME ________________

DATE ________________

PLACE AN "X" ON THE LINE NEXT TO THE NAMES OF THE KEY NUTRIENT.

______	1.	CARBOHYDRATES	______	5.	MINERALS
______	2.	FOOD	______	6.	ENERGY
______	3.	FAT	______	7.	VITAMINS
______	4.	PROTEIN	______	8.	BASIC FOUR

ANSWER TRUE OR FALSE IN FRONT OF EACH QUESTION BELOW.

__________ 9. THE BODY NEEDS THE NUTRIENTS IN FOOD FOR GROWTH, HEALTH AND ENGERGY.

__________ 10. THE BEST FOOD GROUP FOR PROTEIN IS THE CEREAL AND GRAIN GROUP.

__________ 11. THE BEST FOOD GROUP FOR VITAMINS AND MINERALS IS THE FRUIT AND VEGETABLE GROUP.

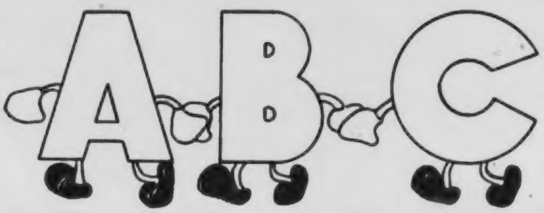
__________ 12. THE BEST WAY TO GET ALL THE NUTRIENTS YOUR BODY NEEDS IS TO EAT FOODS FROM ALL THE BASIC FOUR FOOD GROUP.

__________ 13. THE BEST FOOD GROUP FOR CARBOHYDRATES IS THE MILK GROUP.

__________ 14. VITAMINS AND MINERALS HELP THE BODY STAY HEALTHY AND WORK PROPERLY.

__________ 15. THE NUTRIENTS THE BODY NEEDS FOR ENERGY ARE CARBOHYDRATES AND FAT.

ACTIVITY SHEET #26 NUTRIENT WORD SEARCH



B Z P T N L W A T E R A S
C A R B O H Y D R A T E S
D T O X B A S I C F O U R
V I T A M I N S E M R F B
O U E R T A B X Z C D A G
K M I N E R A L S B G T I
J E N U T R I E N T Q S A

ACTIVITY PACKET #3

NUTRIENT PUZZLES

DIRECTIONS: The chart below is a summary of the information presented in the six nutrient puzzles. The puzzles may be reproduced from the following pages or redrawn to a large scale on card stock or poster paper. An effective method of using this puzzle would be to distribute the pieces to the class and allow the children a limited time to find the other students who fit their "puzzle." Follow puzzle activity with a discussion to fill in a chart identifying the six classes of nutrients, their main function and food source. To reinforce the importance of eating a variety of food for a balanced diet, ask a few students to mix up the puzzle pieces. Make the analogy that just as the pieces do not fit, a healthy diet will not result if all the necessary pieces or parts of a balanced diet are not present.

NUTRIENT	MAIN FUNCTION	FOOD GROUP	FOODS
Protein	Body Builder	Meat and Milk	Beef, Fish, Chicken, Milk
Carbohydrate	Body Fuel	Cereal and Grain	Bread, Cereal, Noodles, Crackers
Fat	Body Fuel	Meat and Milk	Cheese, Milk Sausage, Bacon
Vitamins	Body Helper	Fruit and Vegetables	Carrots, Oranges, Spinach, Apples
Minerals	Body Helper and Builder	Fruit and Vegetables and Milk	Milk, Cheese, Fruit and Vegetables
Water	Body Helper and Builder	Basic Four Food Groups	

ACTIVITY PACKET #3

NUTRIENT PUZZLE #1

FISH

MILK

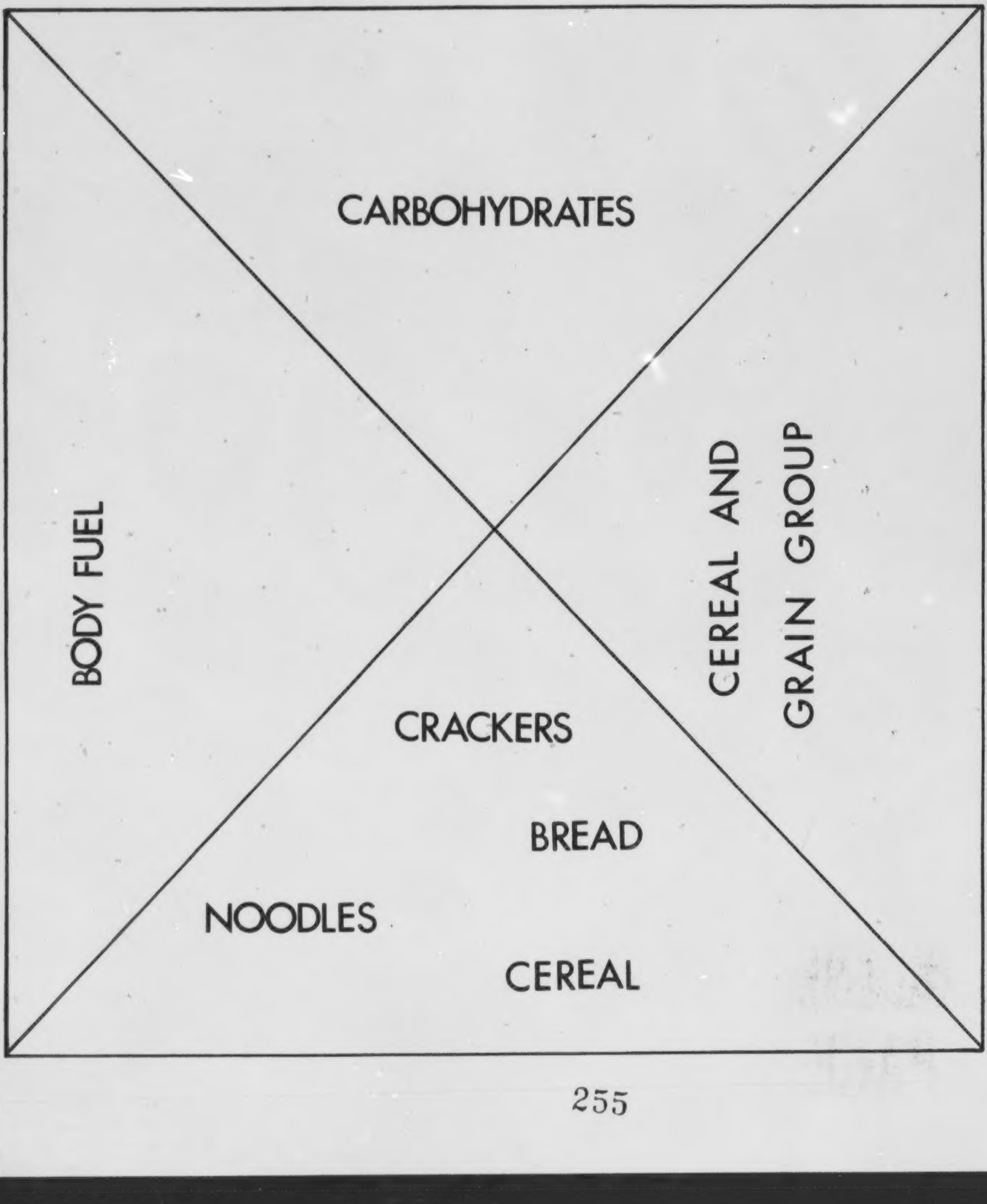
BEEF

CHICKEN

BODY BUILDER

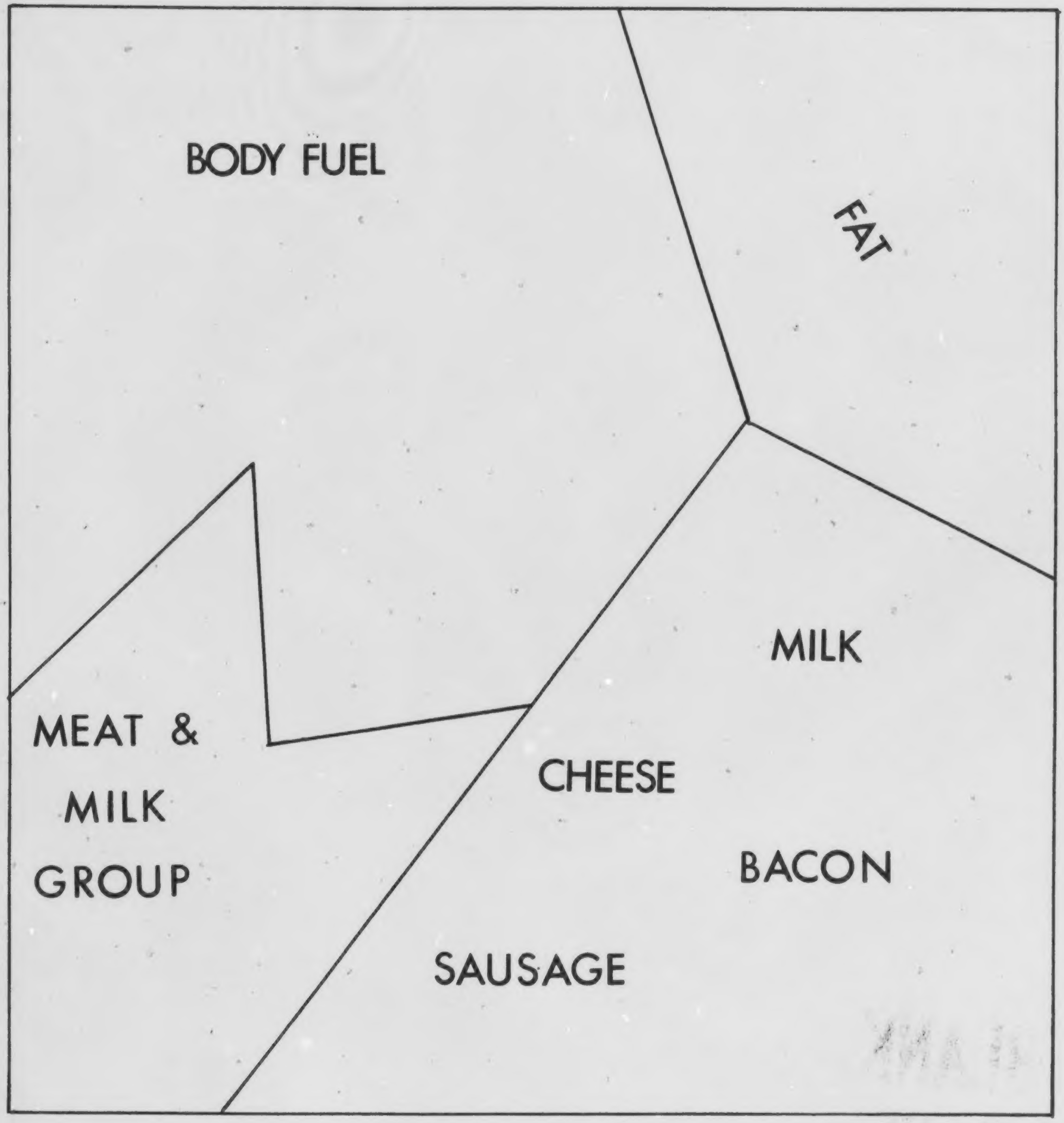
PROTEIN

MEAT and MILK GROUP


CARBOHYDRATES
BODY FUEL
CEREAL AND
GRAIN GROUP
CRACKERS
BREAD
NOODLES
CEREAL

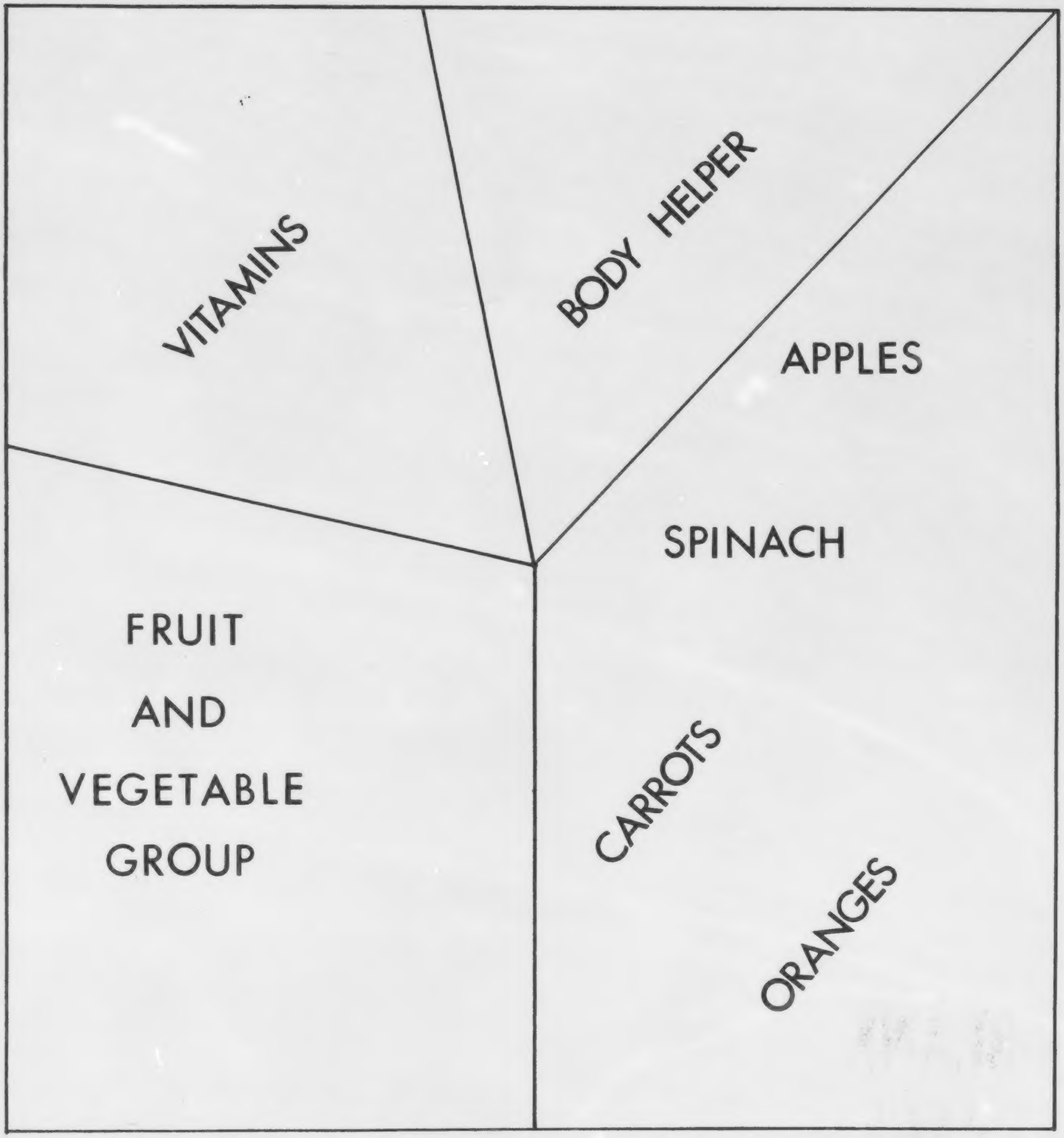
ACTIVITY PACKET #3.

NUTRIENT PUZZLE #3


BODY FUEL
FAT
MILK
MEAT & MILK GROUP
CHEESE
BACON
SAUSAGE

ACTIVITY PACKET #3

NUTRIENT PUZZLE #4


VITAMINS
BODY HELPER
APPLES
SPINACH
FRUIT AND VEGETABLE GROUP
CARROTS
ORANGES

ACTIVITY PACKET #3

NUTRIENT PUZZLE #5

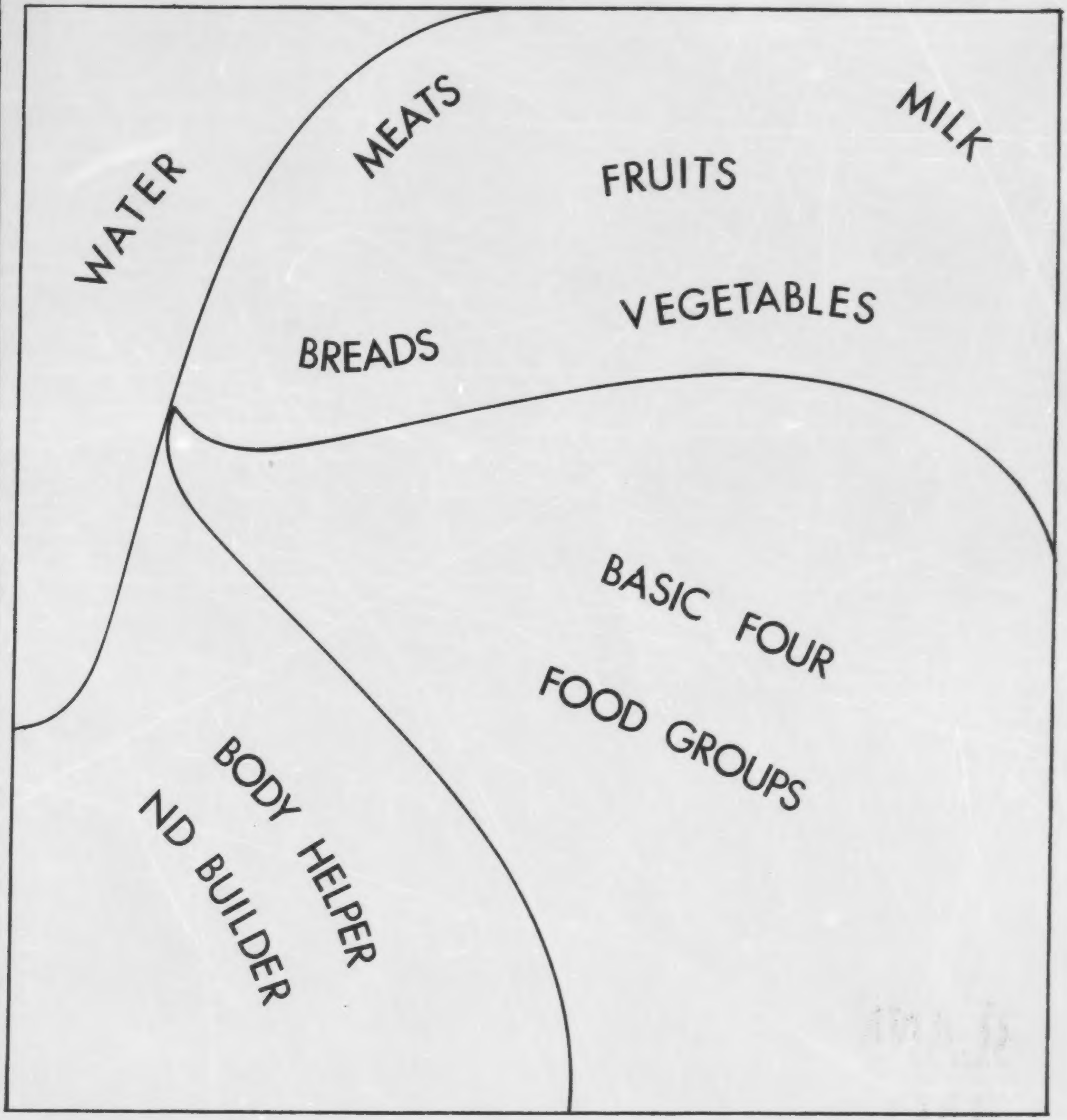
MINERALS

FRUIT & VEGETABLE
AND
MILK GROUP

BODY BUILDER
AND HELPER

MILK
CHEESE
FRUITS
VEGETABLES

ACTIVITY PACKET #3 NUTRIENT PUZZLE #6


WATER
MEATS
FRUITS
MILK
BREADS
VEGETABLES
BASIC FOUR
FOOD GROUPS
BODY HELPER
ND BUILDER

UNIT D
SUPER GROUPS FOR A SUPER YOU!

BASIC CONCEPTS: The Basic Four is one guide to follow in selecting nutritious foods each day.
There is a wide variety of nutritious foods in each of the Basic Four food groups.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become familiar with one guide to follow in selecting nutritious foods each day by . . .			
. . . identifying the Basic Four food groups, and the recommended number of servings for each group.	Have children brainstorm every food they can think of. As each food is called out, the teacher will write it in a list. There will be four lists corresponding to the "Basic Four" but without titles. After several foods are listed (at least three or four) have the children examine the lists and tell how the foods were classified. What do the items in each list have in common? After likenesses, such as nutrient content or food source, are established introduce and define the term Basic Four as one guide to follow in selecting foods each day. Review the number of servings needed from each group each day.	Chalkboard or poster paper. Health or Science Textbooks. Teacher Reference-Nutrition Source Book, Dairy Council. Poster and leaflet-Everyday Eat the 3-2-4-4 Way!, Dairy Council.	Health and Nutrition-Basic Four food groups.
	Complete activity sheets for more practice in remembering the Basic Four classifications.	Activity Sheet #27-Remember the Basic Four! Game #1 and #8-"Ice Breakers," FNS-120, Food and Nutrition Service, United States Department of Agriculture, Washington, D. C. 20250.	Health and Nutrition-Basic Four food groups.

BASIC CONCEPTS: The Basic Four is one guide to follow in selecting nutritious foods each day.
There is a wide variety of nutritious foods in each of the Basic Four food groups.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
		Activity Master #5-The Four Food Groups, Energize at Sunrise, Kellogg's Company, P.O. Box 9744, St. Paul, Minnesota 55197.	
	Have the students read booklets to review the Basic Four food group classification and the main nutrient contained in each group.	Booklet-"The Thing the Professor Forgot," Consumer Information, Pueblo, CO 81009. Booklet-"Johnny Goes To Nutrition Land," University of Kentucky Cooperative Extension Services. Also refer to SNACK Pack, Level II-Unit C.	Reading-basic reading and comprehension skills.
	View films or filmstrips to review or introduce the Basic Four food group classifications. Follow with class discussion or study guide.	Filmstrip-"Nutrition/Basic Four Food Group," United Learning, 6633 West Harvard, St. Niles, IL 60648. Filmstrip-"4-4-3-2 Way!," Learning Arts, P.O. Box 917, Wichita, Kansas 67201.	Health and Nutrition-Basic Four.
	Play 'What's Missing" Game. Paste or staple food pictures from three food groups on paper plates and then have students divided in teams decide what food group is missing.	Food pictures and paper plates.	Health and Nutrition-Basic Four
	Plan several tasting sessions to introduce new or unfamiliar foods from each of the Basic Four food groups. Encourage assistance from parents.	What's Cooking?, supplement to SNACK Pack. Children's Cookbooks.	Health and Nutrition-Classroom food experience.

BASIC CONCEPTS: The Basic Four is one guide to follow in selecting nutritious foods each day.
There is a wide variety of nutritious foods in each of the Basic Four food groups.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
		Cooperation of parents and school foodservice personnel.	
. . . classifying selected foods based on nutrient content in the Basic Four food groups.	Place signs in four corners or sections of the room identifying the "Basic Four" food groups. Also place a sign in an area for the other foods. Give each student a food model to hold and have students find the group it belongs in. Once each student finds the right group, have each child tell the rest of the class what food they are and what group they are a member of. Allow time for corrections or explanations. Any food that does not "fit" into one of the Basic Four food groups belongs with the "Other Foods" such as cake, cookies, margarine, catsup, jelly. These foods do not contain many nutrients and should not replace the foods from the Basic Four.	Refer to Basic Four food group illustrations in Activity Packet #1 from SNACK Pack, Level I-Unit C. Poster and Leaflet-Everyday Eat the 3-2-4-4 Way, Dairy Council. Food Models, Dairy Council.	Health and Nutrition-classifying foods/Basic Four.
	For more practice in remembering the Basic Four and classifying the foods, have the students complete the activity sheets, Food Groups Do Count! and Foods Match-Up!	Activity Sheet #28, Food Groups Do Count!	Science and Health-classifying foods.
		Activity Sheet #29, Foods Match-Up!	Language Arts-vocabulary.
	Play "Witch's Pot" game. Place food models in black pot or box. Ask each student to select one	Food models, Dairy Council.	

BASIC CONCEPTS: The Basic Four is one guide to follow in selecting nutritious foods each day.
There is a wide variety of nutritious foods in each of the Basic Four food groups.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	food model from pot and place in correct food group on chart or bulletin board. Make corrections as game progresses..		
	Initiate class activity-Nutrition Train. Attach 4 cars to an engine (cardboard boxes). Each car carries special cargo-food from each of the Basic Four food groups. Give students food models or empty food cartons and have them load the train by placing the food in the appropriate car.	Cardboard boxes, empty food cartons or Dairy Council's Food Models.	
	Play "Flash Card" game which can be an individual, small group or class activity. Give students five flash cards in different colors representing the four food groups and other foods. List color and food group match on chalkboard. As the teacher holds up a food model or empty food carton, have students hold up the flash card showing the food group it belongs in.	Construction paper, flash cards. Empty food cartons or food models, Dairy Council.	

BASIC CONCEPTS: A balanced daily diet includes foods selected from each of the Basic Four food groups.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will gain experience in selecting nutritious food each day by . . .			
. . . identifying the Basic Four pattern as a meal planning guide.	Talk about using the Basic Four food groups as a guide in selecting foods and in planning meals each day. Review the number of servings needed each day from each food group.	Poster and Leaflet-Everyday Eat the 3-2-4-4 Way!, Dairy Council. Teacher Reference-Nutrition Source Book, Dairy Council.	Health and Nutrition-food choices and meal planning.
	Using a school lunch menu, have the children name the food group of each item. Keep a "tally" on the board: each food group should be represented. Lead children into concluding discussions that Basic Four meals are planned for good nutrition, but this is effective only if we eat the foods planned.	School lunch menu for one week. (If your district does not have a school lunch program, neighboring districts send these out upon request. Contact the foodservice director from a school district with a lunch program.)	Health and Nutrition-foodservice director.
	Adapt the "What's Missing" game idea to analyzing menu plans for breakfast, lunch and dinner. Paste or staple pictures of meals on paper plates. Have the students decide if meal is nutritionally balanced and if not, which food group or food is missing.	Food pictures and paper plates.	Health and Nutrition-balanced meals.

BASIC CONCEPTS:

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . utilizing the Basic Four food groups as a guide to plan meals.	Using local restaurant menus, have each student order a Basic Four breakfast, lunch or dinner. Point out that a nutritious meal can be selected even when eating away from home.	Menus from local restaurants.	Health and Nutrition-meal planning.
	Have the students, either individually or in small groups, write a balanced one-day food plan including snacks following the Basic Four pattern. Classify the foods in the meal plan in the Basic Four food group.	Poster-"Everyday Eat the 3-2-4-4 Way!" Dairy Council.	
	Complete the activity sheet-What's Missing?	Activity Sheet #30, What's Missing?	
	Have the children classify the foods they have eaten thus far in the day for breakfast, lunch, or snacks. Are all four food groups represented? If not, add foods to fulfill the requirements. Discuss: 1. What would happen if one whole group were left out each day? 2. Which snacks would not effect nutrition if left out? Why not?		

UNIT D-TEST

NAME ____________________

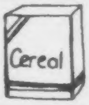
DATE ____________________

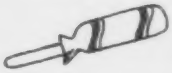
Name the Basic Four Food Groups and how many servings you need daily.

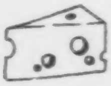
	Food Group	Number of Servings
1.	______________________________	_____________
2.	______________________________	_____________
3.	______________________________	_____________
4.	______________________________	_____________

Circle the food pictures in each line below which do not belong in one of the Basic Four Food Groups.

5.







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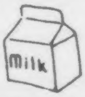

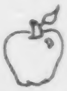

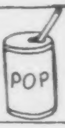

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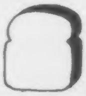
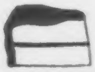
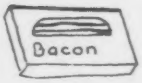






8. Plan a nutritious meal using the foods shown below:

____

____

____

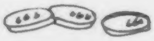
____

sandwich

chips

apple

pop


cookies

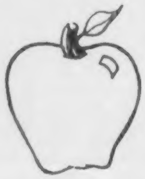
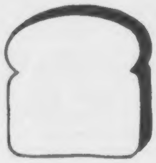
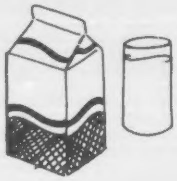
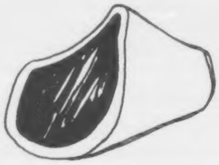
hamburger

milk

raisins

ACTIVITY SHEET #27

REMEMBER THE BASIC FOUR!

	NAME THE FOOD GROUP: ____________ EAT ________ OR MORE SERVINGS EACH DAY.
	NAME THE FOOD GROUP: ____________ EAT ________ OR MORE SERVINGS EACH DAY.
	NAME THE FOOD GROUP: ____________ EAT ________ OR MORE SERVINGS EACH DAY.
	NAME THE FOOD GROUP: ____________ EAT ________ OR MORE SERVINGS EACH DAY.

WHAT IS THE NUMBER CLUE TO HELP YOU REMEMBER HOW MANY SERVINGS TO EAT EACH DAY?

THE ________ - ________ - ________ - ________ WAY!

ACTIVITY SHEET #28 FOOD GROUPS DO COUNT!

You need to eat many different foods each day for your body to work and be healthy. The foods you eat are grouped as a basic guide for you to follow each day. This guide is called . . .

B____________ F____________ F____________ G____________

Try and remember each food group by the following helpful hints:

Foods in this group also help you grow big and strong. These foods are also needed to help make your bones and teeth strong. Most of the foods in this group come from a farm animal. This is the __________________group.

Can you name three foods in this group?

This is the food group that helps you grow big and strong. Peanut butter, eggs, and dried beans all belong in this group.

This is the _______________ group.

Can you name the three other foods that beong in this group?

The foods in this group come in many different sizes, colors, and shapes. You can buy these foods either fresh, canned, frozen, or dried. Your body needs these foods to look healthy and shine!

This is the ______________ group.

Can you name three foods in this group?

Foods in this group come in many shapes and sizes. These foods can be eaten along with many other foods. Foods in this group can be toasty, mushy, crunchy, and delicious. Your body needs these foods for lots of energy power.

This is the ____________ group.

Can you name three foods from this group?

ACTIVITY SHEET #29 FOODS MATCH-UP!

Match the foods with the Basic Four food group it belongs to:

A. Milk Group
B. Meat Group
C. Fruit and Vegetable Group
D. Cereal and Grains
E. Other Foods

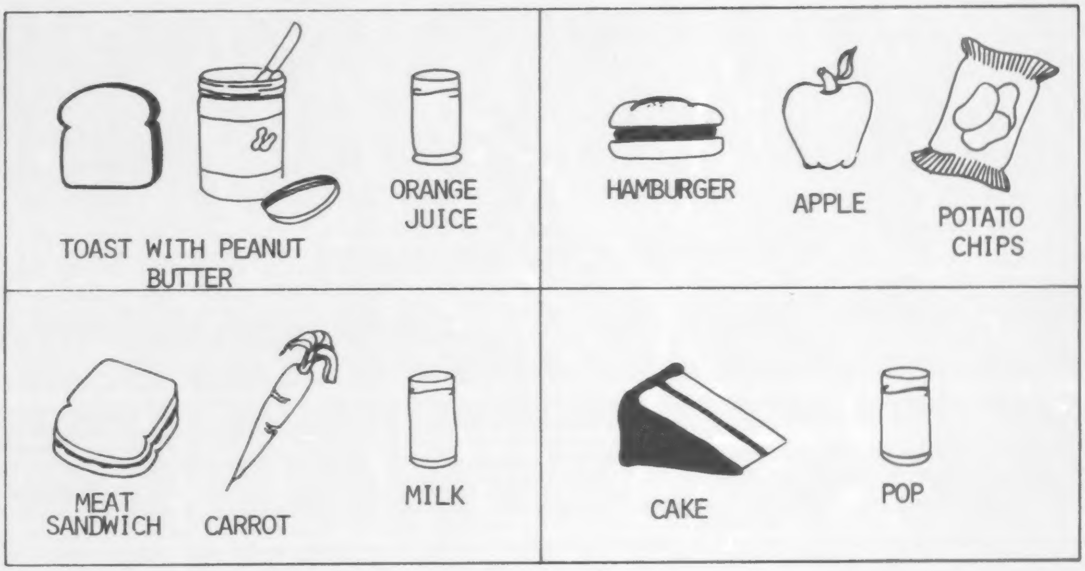
_____1. Cottage Cheese
_____2. Scrambled Eggs
_____3. Vanilla Ice Cream
_____4. French Fries
_____5. Tossed Salad
_____6. Potato Chips
_____7. Bologna Sandwich
_____8. Bacon
_____9. Carrots
_____10. Milkshake
_____11. Hamburger Pattie
_____12. Apple
_____13. Peanuts
_____14. Chocolate Candy Bar
_____15. Pop
_____16. Toast
_____17. Cheerios
_____18. Chocolate Chip Cookies
_____19. Spaghetti
_____20. Grilled Cheese Sandwich

The Basic Four food groups help our bodies by doing three main jobs. What are these three main jobs and which food group works on that job?

JOB	FOOD GROUP
1.	
2.	
3.	

ACTIVITY SHEET #30 WHAT'S MISSING?

PRETEND YOU ATE THESE FOODS TODAY.


TOAST WITH PEANUT BUTTER
ORANGE JUICE
HAMBURGER
APPLE
POTATO CHIPS
MEAT SANDWICH
CARROT
MILK
CAKE
POP

FILL IN THE BLANKS BELOW . . .

FOOD GROUPS	NUMBER OF SERVINGS YOU NEED DAILY		HOW MANY SERVINGS DID YOU HAVE FROM EACH GROUP?		HOW MANY MORE SERVINGS SHOULD YOU HAVE TODAY?
MILK	______________	-	______________	=	______________
MEAT	______________	-	______________	=	______________
FRUIT AND VEGETABLE	______________	-	______________	=	______________
CEREAL AND GRAINS	______________	-	______________	=	______________

ADAPTED FROM "BAG OF TRICKS"

UNIT E
THE MORNING WARNING: BREAKFAST COUNTS!

BASIC CONCEPTS: A good breakfast lays the foundation for good daily nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will recognize the body's need for a good breakfast each day by . . .		The following resources may be used for many of the suggested activities in this unit:	
. . . naming two reasons why breakfast is an important meal for the body.	Initiate a class discussion of why we eat, especially why breakfast is an important meal. Discuss how one feels before eating breakfast and how one feels being at school in the morning after not eating breakfast. Student's comments should include grouchy, weak, tired, hungry, or a sick feeling. Ask the students how they feel right before lunch. Ask if there is any difference in how they feel when they do eat breakfast. Students will role play the following situations. One child can act out the feelings and behavior of a child who has eaten a good breakfast; another child can act out the feelings and behavior of a child who has skipped breakfast. Talk about the differences in behavior or feelings of the non-breakfast eater and breakfast eater.	Energize at Sunrise, Nutrition Education Unit. Kellogg's, P.O. Box 9744, St. Paul, MN 55197. "It's Time for Breakfast," Cereal Institute, Inc., 1111 Plaza Drive, Schaumburg, IL 60195. "Every Day we Get Up," Florida Department of Citrus, School Services Division, Lakeland, FL 33802. *Eat A Good Breakfast* and *Good Breakfast a Brighter Day*, Numbers 268 and 366-B, United States Department of Agriculture, HFG-20 5600 Fishers Lane, Rockville, MD 20852.	Health-nutrition.

BASIC CONCEPTS: A good breakfast lays the foundation for good daily nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Using a clock, count the number of hours between the meals of the day: note the number of hours between breakfast and lunch, between lunch and dinner, and between dinner and breakfast of the following day.	Cardboard illustrated or wall clock. Activity Master #7. Energize at Sunrise, Kellogg's.	
	Talk about how the body needs food several times each day to replenish energy and keep the body working properly.		
	Talk about the reasons for skipping breakfast and discuss how one can change or improve breakfast habits.	Skimpy and a Good Breakfast, Cerea Cereal Institute, Inc., 111 Plaza Drive, Schaumburg, IL 60195. Teacher Reference-Activity Sheet #31, Time for Breakfast.	
	Have the class or a small group of students prepare a bulletin board entitled, "Start Your Day with a Good Breakfast," by arranging pictures of different breakfast foods that can be eaten and children's daily activities.	Food Models and What We Do Day By Day picture series from the Dairy Council.	Art-basic skills.

BASIC CONCEPTS: There is a variety of food from the Basic Four food groups to eat for a nutritious breakfast.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become familiar with the variety of food that can be eaten for breakfast by . . .			
. . . identifying the basic American breakfast pattern.	View the poster-What Makes a Good Breakfast for You and have students respond to the question. Through this discussion the basic breakfast pattern should be identified: Fruit and Vegetable, Cereal and Bread, Egg and Meat, and Milk. Point out that breakfast need not consist of the usual breakfast foods to be nutritious and good for you to eat. A good breakfast could also be: 1. peanut butter and jelly sandwich, juice and milk. 2. weiner, toast, apple and milk. 3. luncheon meat, sandwich, fruit, and milk. 4. pizza and milk. These foods follow the basic breakfast pattern. Have each student record and analyze what he ate for breakfast. Find the food groups that are missing, if any. Have each student decide how he can improve his breakfast the next day.	Poster-What Makes a Good Breakfast for You, from Meals and Snacks for You, Dairy Council. Teacher Reference-What Did You Have for Breakfast This Morning?, Dairy Council. Energize at Sunrise, Kellogg's Company. Floor Puzzle: "Breakfast," Scott Foresman and Company, 99 Bauer Drive, Oakland, CA 97436. Poster Set-Eat a Better Breakfast, Kellogg''s Company.	Health and Nutrition-food choices and breakfast pattern.

BASIC CONCEPTS: There is a variety of food from the Basic Four food groups to eat for a nutritious breakfast.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . listing typical breakfast eaten by children in other countries.	Talk about breakfasts in other countries noticing how different it might be because of different food sources. Point out that the foods are different but the Basic Four plan is still followed.	Poster-What Did You Have for Breakfast This Morning?, Dairy Council.	Social Studies-breakfasts in other countries.
. . . choosing foods from the Basic Four food groups for a nutritious breakfast.	Have small groups of students plan a breakfast using the basic breakfast pattern. Talk about each breakfast planned and illustrate all the different breakfasts by constructing a bulletin board using the food models or student drawings.	Teacher's Guide-What Did You Have for Breakfast This Morning?, Dairy Council. Food Models, Dairy Council.	Health and Nutrition-breakfast meal planning. Social Studies-food sources.
	Have students who prepare their own breakfast tell what they usually prepare. Excellent time to offer suggestions for quick and easy breakfast ideas students can prepare themselves.	Betty Crocker Recipe File, Section U, Family Breakfast Brighteners, Golden Press, 175 Community Drive, Great Neck, NY 11025. "What's Cooking," supplement to Snack Pack.	Social Studies-family customs.
	Have students keep a record of the foods eaten for breakfast for a week or more. Plan for a review or check day at the end of the week by either meeting with students individually or in small groups to help point out ways to improve or change their breakfast habits.	Make Your First Score for Breakfast, Kellogg's Company. Score More with Breakfast, Bonus Activity Master, Energize at Sunrise, Kellogg's Company.	Health and Nutrition-Basic Four and Breakfast Record.

BASIC CONCEPTS: There is a variety of food from the Basic Four food groups to eat for a nutritious breakfast.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Initiate game activities to reinforce concepts related to good breakfast nutrition.	Energy 365 Breakfast Game or Breakfast USA Game, Kellogg's Company.	Language Arts-reading skills. Math-scoring. Health and Nutrition-Basic Four and meal planning.
	FOLLOW-UP ACTIVITY: Organize a "Better Breakfast Club" with the goal for each child in class to eat an adequate breakfast each day. Begin during this unit and check with the students week by week through the use of a chart.	Teacher made class chart or individual record sheets-Make Your First Score, Kellogg's Company.	Health-breakfast nutrition.

BASIC CONCEPTS: Breakfast can be easy to prepare and nutritious.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will gain experience in . . . . . . planning and preparing a simple, nutritious breakfast. . . . applying good manners, health and safety practices.	Plan a breakfast session with the students at which time they can help to prepare and taste a nutritious breakfast as well as practice good manners and health rules. The sample breakfast may be a typical breakfast, a less common breakfast, or a typical breakfast of another country based on the available food sources. Examples: Typical Breakfast: Non-sugar coated ready-to-eat cereal, assorted fruit toppers, fruit juice and milk. Less Common Breakfast: Applesauce, grits with milk, biscuit with butter/honey, and milk. Breakfast of Another Country: (Mexican) Papaya or pineapple, baked chicken, hot tortillas, Mexican chocolate with cinnamon stick.	Home Economics Teacher or the School Food Service Director. Teacher's Guide-What Did You Have for Breakfast This Morning?, Dairy Council. Betty Crocker Recipe File, Section U, Family Breakfast Brighteners, Golden Press. "What's Cooking," supplement to Snack Pack.	Social Studies-breakfasts in other countires. Social Skills-manners. Science-health practices.
	Students can make placemats and centerpieces for the breakfast session.	Art Supplies	Art-creativity.
	If desired, make invitations and invite parents or other teachers to enjoy the breakfast with the class.	Student-made invitations.	Art-creativity. Language Arts-writing skills

UNIT E-TEST

NAME____________________

DATE____________________

CIRCLE THE LETTER OF THE STATEMENT WHICH BEST COMPLETES THE SENTENCE.

1. THE RIGHT WAY TO START THE DAY IS TO

A. SKIP BREAKFAST
B. EAT A GOOD BREAKFAST
C. EAT CANDY

2. A GOOD BREAKFAST INCLUDES

A. FOODS FROM ONE OF THE BASIC FOUR FOOD GROUPS.
B. FOODS FROM THREE OR FOUR OF THE BASIC FOUR FOOD GROUPS.
C. FOODS SUCH AS DOUGHNUTS, CAKES AND COOKIES.

3. SKIPPING BREAKFAST USUALLY MAKES PEOPLE FEEL

A. TIRED AND WEAK
B. PEPPY AND STRONG
C. NO DIFFERENT

FROM THE FOODS SHOWN BELOW PLAN TWO NUTRITIOUS BREAKFAST MENUS.

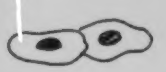
4. BREAKFAST NUMBER ONE:

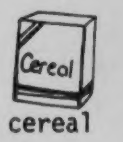
____

____

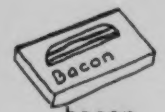
____

____

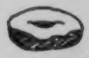

eggs

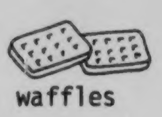


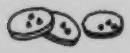
cereal

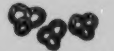


bacon


doughnut


waffles


cookies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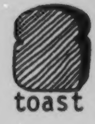
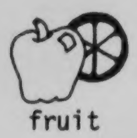
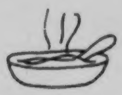
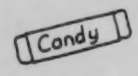
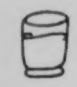

toast

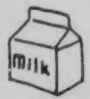

fruit


hot cereal

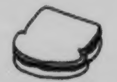


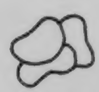
candy

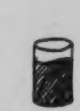

juice



milk


peanut butter sandwich


chips


pop

5. BREAKFAST NUMBER TWO:

____

____

____

____

Listed below are some common reasons why children do not eat breakfast. Each reason is followed by suggestions which will help to solve the problem for the non-breakfast eater.

REASON: I don't have time!

To avoid a last minute rush, get school materials and clothing ready before you go to bed at night. An extra 10 minutes in the morning will give you the time you need to eat a nutritious breakfast. Set your alarm clock just a few minutes earlier.

REASON: I don't like to eat breakfast!

Any nutritious food can be eaten at any meal! If you do not care for cereals or eggs, try eating a cheese or peanut butter sandwich. If juice is not your favorite, eat a piece of fruit like an apple or banana. Even last night's meatloaf in a sandwich and a salad or canned fruit will give you the nutrients you need!

REASON: I don't like breakfast foods.

To get into the breakfast routine, begin by eating small amounts of food each morning. Add a few extra bites each day for a week or two until your body adjusts to the food. Start with 1/2 glass of milk, then add 1/2 slice of toast and build up to a whole glass of milk and a whole slice of toast. In a few days, add cereal and juice or fruit.

REASON: My mother isn't home to make breakfast for me.

Everyone can make their own breakfast with ready-to-eat cereal, milk, juice, and fruit. This is a nutritious, balanced breakfast.

REASON: I feel sick when I eat breakfast.

Try to make breakfast a pleasant meal. Get plenty of sleep so you can greet your family with a smile. Relax while you eat--don't rush! Talk with your family and wish them a good day, too!

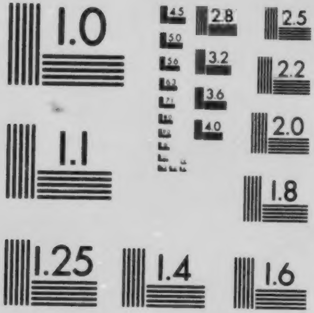
UNIT F
IT'S TIME FOR LUNCH!

BASIC CONCEPTS: Foods selected from the Basic Four food groups provide a nourishing lunch.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will be able to recognize the importance of an adequate lunch by . . .			
. . . identifying a variety of foods available for a nutritious lunch.	Buzz session: Why is it so important to eat lunch? Talk about how you feel if you skip lunch. Make a list of all the different foods you can eat for lunch.	Poster-What Makes a Good Lunch for You? from Meals and Snacks for You, Dairy Council.	Health and Nutrition.
	Small groups of students will select a lunch from a grocery bag of food models and empty cartons following the Basic Four guidelines. Students will tell the other class members their lunch menu and why they selected these foods. Class members should decide if the lunch menu meets the Basic Four guidelines and if not, what needs to be added.	Empty food cartons and Food Models, Dairy Council.	Health and Nutrition-meal planning.
	To follow-up on previous activity, students may arrange their lunch menus for a "Munch a Nutritious Lunch" bulletin board which is illustrated on Activity Sheet #32, Part I.	Activity Sheet #32, Part I, Bulletin Board Ideas.	

BASIC CONCEPTS: Foods selected from the Basic Four food groups provide a nourishing lunch.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . selecting foods from the Basic Four food groups for a nutritious lunch.	Students can individually plan a brown bag (home packed) lunch from a list of suggested foods. Student partners will check each others menu for the Basic Four food groups and what might need to be added to make a nutritious and tasty lunch. Foods from each of the Basic Four food groups should be included.	Pamphlet-"Lunch-Box Ideas," Allegheny County Health Department, Nutrition Services, 405 Jones Law Annex, 311 Ross Street, Pittsburgh, PA 15219. Food Models, Dairy Council.	Health and Nutriton-meal planning and Basic Four food groups.
	Have the class discuss how they would prepare the following items if they were making their own lunch. 1) sandwiches-meat or cheese, 2) raw vegetables, 3) canned or fresh fruits, 4) cottage cheese with canned fruit, 5) cheese and crackers, and 6) carton or glass of milk. How could each of the above items be prepared to carry in a brown bag lunch? Are there any items which could not be carried safely?	Pamphlet-"Lunch-Box Ideas," Allegheny County Health Department. Creative Food Experiences for Children, page 135-138, Center for Science in the Public Interest, 1770 Church Street, Washington, D.C. 20036.	
	Compare the cost of lunches brought from home, Type A school lunch and fast food restaurant lunch and analyze each to determine if all food groups are represented.	Food newspaper advertisements. Poster-Everyday Eat the 3-2-4-4 Way!, Dairy Council.	Math-cost comparison. Nutrition-Basic Four food groups.


1.0
4.5
5.0
5.6
6.3
7.1
8.0
9.0
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

BASIC CONCEPTS: Foods selected from the Basic Four food groups provide a nourishing lunch.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	For more practice in planning a lunch that includes the Basic Four food groups, have students complete Activity Sheets #33 and #34 and Activity Master "I'm Hungry! - Help Fix My Lunch."	Activity Sheets #33, It's Lunchtime and #34, Plan Your Lunch Today. McDonald's Action Pack, Activity Masters #5 and #6, McDonald's Corporation, Box 2594, Chicago, IL 60690.	Health and Nutrition-meal planning.
	Play the game, Yummy Rummy to gain practice in planning a nutritious lunch.	Card Game- Yummy Rummy, American School Food Service Association, 4101 East Iliff Avenue, Denver, CO 80222.	Health and Nutrition-meal planning.
	Have each student evaluate his most recent lunch. Each student should be able to list two things which were correct about his lunch or two things which should be improved during his next lunch.		Health and Nutrition-evaluating eating habits.

BASIC CONCEPTS: Many schools have a cafeteria that provides a nourishing lunch.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become familiar with the school lunch program by . . . . . . identifying the components of a Type A lunch.	Invite the School Food Service Director to explain the Type A Lunch utilizing the Type A poster. Allow time for questions and answers.	Teacher Reference-Activity Sheet #11, Type A School Lunch from Level I-Unit E, Snack Pack. School Food Service Director or Cafeteria Manager. Type A poster-example illustrated on Activity Sheet #35, Part II, Bulletin Board Ideas. Activity Packet #2-It's Time For School Lunch from Level I-Unit E, SNACK Pack.	
	Talk about how the Type A lunch fits into the Basic Four food groups. Count how many servings from each food group are included in the school lunch.	Copy of the weekly school lunch menu.	
	Since school lunch is one of the three meals; subtract from the Basic Four 3-2-4-4 plan to find out how many more servings you need from other meals and snacks.	Copy of the weekly school lunch menu.	Math-basic skills
	Throughout the year, have the class write a thank-you letter to the cafeteria staff for an especially good lunch meal.		Language Arts-writing skills.

BASIC CONCEPTS: Many school have a cafeteria that provides a nourishing lunch.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . touring the school cafeteria.	Arrange for a tour of the cafeteria to observe how the cafeteria workers practice safety and health rules. Point out: 1) Safety features on the large equipment, walk-in cooler. 2) Storage area-nothing on floor and closed containers. 3) Operation of dishwasing machine. 4) Use of hand sinks. 5) Covered racks for storage of prepared foods. 6) Wiping up of spills immediately. 7) Plastic gloves while serving food.	School Food Service Director or Cafeteria Manager. Teacher Reference-Mealtime With Children in the School Cafeteria, Department of Education, Food and Nutrition Services, Talahassee, FL 30324.	Career Awareness-foodservice workers. Health-safety and hygiene rules.
	Have students prepare safety slogans for the school cafeteria or for their kitchens at home.	Art Supplies	Art-basic skills and creativity.
	Work together as a class to help improve behavior in the cafeteria at lunchtime.		
. . . planning a Type A Lunch for the school cafeteria.	Small groups of students will work together to plan a Type A lunch. Use food models arranged on a table, in a file or on a cafeteria tray. Students must then go through the cafeteria line to have their menu checked by the teacher or School Food Service Director.	Food Models, Dairy Council. School Food Service Director or Cafeteria Manager.	Health and Nutrition-meal planning.

BASIC CONCEPTS: Many school have a cafeteria that provides a nourishing lunch.

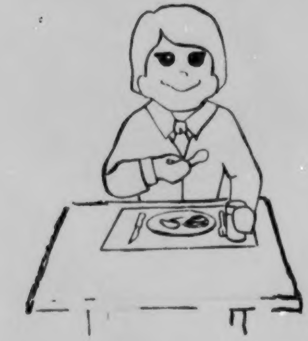
OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Invite parents to enjoy a Type A lunch during National School Lunch Week. Have students prepare invitations explaining the kinds of foods included in the Type A lunch.	Cooperation of the School Food Service Director or Cafeteria Manager.	Language Arts-writing skills.
	Make posters and slogans to help promote the school lunch program.	Paint brushes, construction paper, etc.	Art-basic skills and creativity.

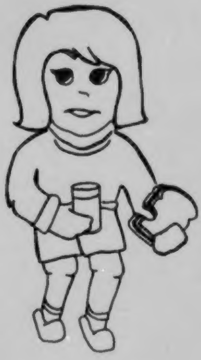
UNIT F-TEST

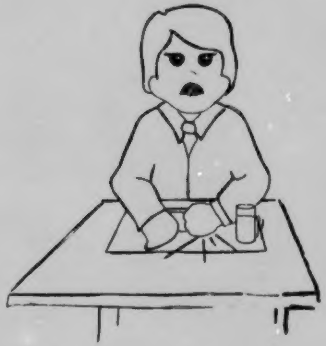
NAME________________________

DATE________________________

1. CIRCLE THE PICTURE OF THE BEST WAY TO EAT LUNCH IN SCHOOL OR AT HOME.







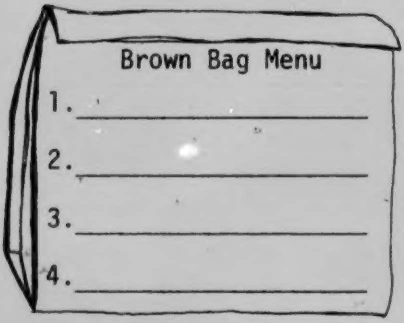
2. CIRCLE THE LETTER NEXT TO THE FOODS THAT MUST BE SERVED FOR A TYPE A SCHOOL LUNCH.

   A. MEAT, FISH, POULTRY, EGGS
   B. FRUIT OR VEGETABLE
   C. ENRICHED BREAD
   D. MILK
   E. COOKIES OR CAKE

3. CIRCLE THE LETTER NEXT TO THE MOST NUTRITIOUS CHOICE FOR A LUNCH MEAL.

   A. HOSTESS TWINKIE, MILK, AND AN APPLE.
   B. CHIPPED HAM SANDWICH, MILK, AND AN ORANGE.
   C. CAKE, AND PEANUT BUTTER CRACKERS.

4. FROM THE PICTURES OF FOOD SHOWN BELOW, PLAN A NUTRITIOUS BROWN BAG LUNCH WRITE THE MENU IN THE SPACE PROVIDED.



Brown Bag Menu

1.____________________

2.____________________

3.____________________

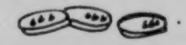
4.____________________

sandwich

chips

apple

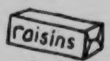
pop



cookies

crackers

milk

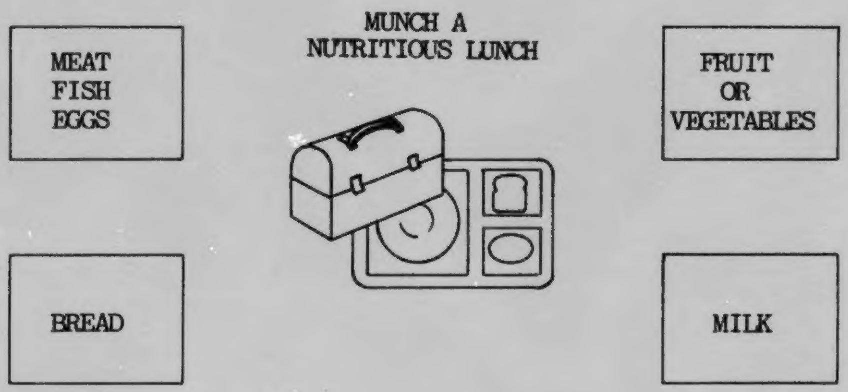


raisins

ACTIVITY SHEET #32 BULLETIN BOARD IDEAS

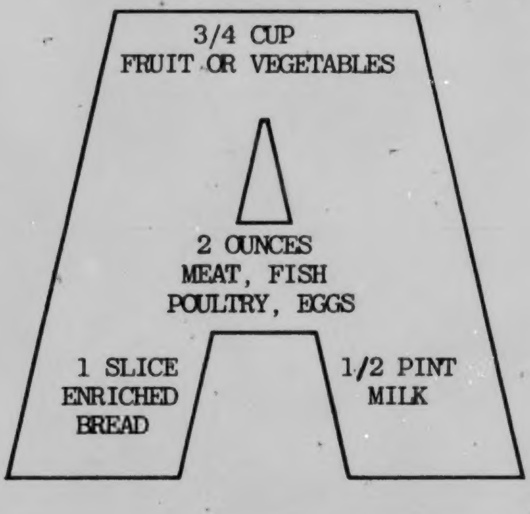
PART I: BULLETIN BOARD IDEA

May also include pictures of nutritious lunches or attach food models for the students to arrange for different lunch menus.


MUNCH A
NUTRITIOUS LUNCH
MEAT
FISH
EGGS
FRUIT
OR
VEGETABLES
BREAD
MILK

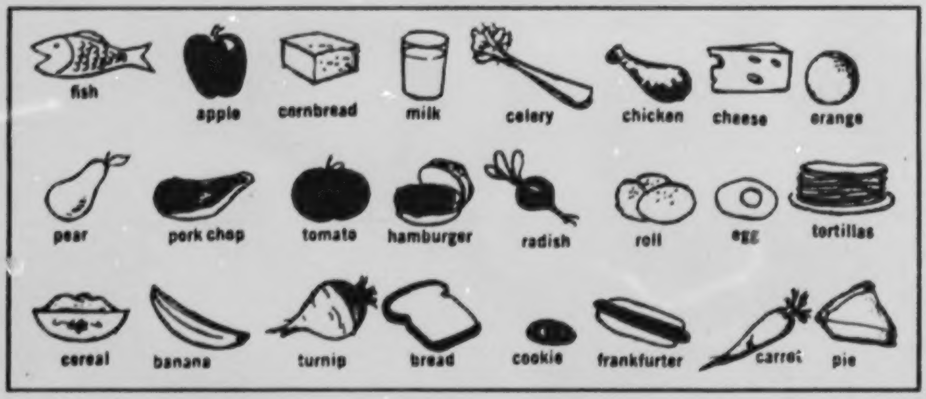
PART II: TYPE A SCHOOL LUNCH

Construct the letter "A" from poster board and divide into four sections naming the foods included in the Type A lunch. For clearer picture, add food pictures or models for each section.


3/4 CUP
FRUIT OR VEGETABLES
2 OUNCES
MEAT, FISH
POULTRY, EGGS
1 SLICE
ENRICHED
BREAD
1/2 PINT
MILK

ACTIVITY SHEET #33 IT'S LUNCHTIME

1. Circle the foods pictured below that you would pick for lunch today.


fish
apple
cornbread
milk
celery
chicken
cheese
orange
pear
pork chop
tomato
hamburger
radish
roll
egg
tortillas
cereal
banana
turnip
bread
cookie
frankfurter
carrot
pie

2. Write out the lunch menu you planned:

_______________ _______________

_______________ _______________

3. Write the names of the food you selected for your lunch menu in the correct food group block:

Milk Group	Meat Group
Fruit and Vegetable Group	Cereal and Grain Group

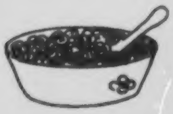
4. Did you include any other foods? _______________

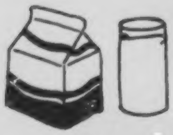
5. Is the lunch menu you planned a balanced meal? _______________

If not, what can you add?

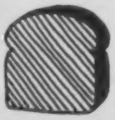
ACTIVITY SHEET #34 PLAN YOUR LUNCH TODAY

LET'S SUPPOSE YOU HAD THE FOODS SHOWN BELOW FOR BREAKFAST TODAY.


cereal


milk

apple


toast

LET'S SUPPOSE YOU ARE GOING TO HAVE THESE FOODS FOR DINNER.

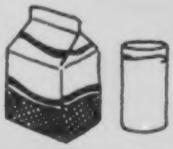
pork chop

baked potato

green beans

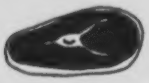
roll and butter

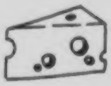
chocolate pudding


milk

THINK ABOUT THE TWO MEALS SHOWN ABOVE. WHAT FOODS SHOWN BELOW WOULD MAKE A GOOD LUNCH TO GO WITH THE OTHER TWO MEALS? CIRCLE THE FOODS YOU WOULD CHOOSE.

hot dog


ham slice


cheese

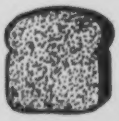
cabbage

tossed salad

apple

ice cream

milk


whole wheat bread

banana

hamburger

oatmeal cookies

UNIT G
SNACK RACKET

BASIC CONCEPTS: Snacks selected from the Basic Four food groups contribute to one's daily nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will be able to develop good snacktime eating habits by . . .		The following resources may be used for many of the suggested activities in this unit:	
. . . identifying foods for snacks that are nutritious.	Begin a discussion about snack foods by asking students to list the three most commonly eaten and best liked foods they eat in between meals and in the evening, or have the students finish the sentence, "The snack I like best is ______." Preview the students lists to find out what are the most commonly eaten snack foods. Student helpers can tally the list, if desired. Then have the students figure out if the most common snack foods are part of the Basic Four and if not are the foods good to eat as snacks?	Poster-What Makes A Good Snack For You, from Meals and Snacks For You, Dairy Council. Poster-Everyday Eat the 3-2-4-4 Way!, Dairy Council. Activity Sheets from 'Make Your Snacks Count, " College of Agriculture, Cooperative Extension Service, University of Kentucky, Lexington, KY 40506. Teacher Reference-Activity Sheet #12 Snacks from Level I-Unit F SNACK Pack.	Health and Nutrition-food choices.
	Pose the question, "What makes a good snack?" and have the students develop a criteria for choosing snack foods that will be easy to remember and follow.	Refer to SNACK Pack Level II, Unit H-Tooth Time for activities related to snack selection and dental health.	

BASIC CONCEPTS: Snacks selected from the Basic Four food groups contribute to one's daily nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Make the bulletin board entitled, "Our Good Snack Tree". Make a tree from construction paper. Have the children cut-out apple figures or leaves from a pattern, print their idea for a good snack on the apple or leaf, then have them attach it to the tree. Poor examples of snack foods can be shown by falling leaves or apples on the ground. Once the tree is complete, review with the children their suggestions for good snacks.	Construction paper and patterns.	Art-basic skills.
. . . recognizing the danger of too many "junk foods."	Ask the question, "What snack foods commonly eaten would be the most harmful?" Those foods with a lot of sugar but little or no nutrients such as candy, pop, cakes, etc. These foods are commonly referred to as "junk foods."	Dental Posters from the American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611.	Health and Nutrition-food choices and dental health.
	Through a discussion, stress the importance of eating snack foods at the right time so they do not spoil dinner or upset their stomach before bedtime, etc. as well as trying most of the time to eat the "junk foods" after meeting the Basic Four guidelines.	Magazine Pictures or Food Models, Dairy Council.	

BASIC CONCEPTS: Snacks selected from the Basic Four food groups contribute to one's daily nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . selecting foods from the Basic Four food groups for a snack.	Students will keep a chart of record of the foods they eat for snacks for one or two days. If possible, include the time the snack was eaten, after school, evenings, etc. Assign each student to then evaluate his list comparing to the Basic Four and decide what he needs to improve or change about his snacking habits.	Poster-Everyday Eat the 3-2-4-4 Way!, Dairy Council.	Health and Nutrition-food choices.
	Complete Activity Sheet #35, Eating Between Meals.	Activity Sheet #35, Eating Between Meals.	
	Have the students design their own mini poster to encourage more nutritious snacking to take home and hang in their kitchens as a reminder. Or try the same idea and create a nutrition mobile.	Bristol Board and art supplies.	Art-basic skills and creativity. Health and Nutrition.

BASIC CONCEPTS: Snacks can be good to eat as well as nutritious.

Snacks are simple and easy to prepare.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will gain experience in preparing simple nutritious snacks from the Basic Four food groups.	Students and teacher will create a snack. During a planning session they will decide what snacks to prepare following the Basic Four guidelines. Students help in the preparation of snack foods with small groups responsible for different jobs including preparation of food, setting the table, and cleaning up. Students are to practice good health and safety rules as well as good manners.	Cooperation of Home Economist or School Food Service Director. "What's Cooking," Snack Recipe Ideas, supplement to SNACK Pack. Snacks Teaching Guide, Cooperative Extension, New York State, Cornell University, Room 1013, 11 Park Place, New York, NY 10017 Children's Cookbooks.	Home Economics-food preparation. Language Arts-reading a recipe. Math-measuring techniques. Health-personal hygiene and safety.
	Throughout the school year, plan with the students a variety of nutritious snacks to eat for different holidays or occasions rather than candy, cupcakes, and soft drinks.	Creative Food Experiences For Children, Center for Science in the Public Interest, 1779 Church Street, Washington, D. C. 20036.	Health and Nutrition-widening variety of food choices.
	Compile a snacktime suggestion or recipe booklet for students to take home.	"What's Cooking," Snack Recipe Ideas, supplement to SNACK Pack.	Language Arts.

UNIT G-TEST

NAME_______________________

DATE_______________________

ON THE LINE IN FRONT OF EACH STATEMENT, PLACE A "T" IF THE STATEMENT IS TRUE, OR AN "F" IF THE STATEMENT IS FALSE.

_______1. JUNK FOODS ARE SPECIAL FOODS FOUND IN THE BASIC FOUR FOOD GROUPS.

_______2. SNACKS SHOULD BE NUTRITIOUS TO EAT AS WELL AS FOODS YOU LIKE TO EAT.

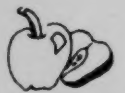
_______3. PRETZELS, POPCORN, AND POTATO CHIPS ARE NUTRITIOUS SNACK FOODS.

_______4. A SNACK SHOULD NOT BE EATEN RIGHT BEFORE MEALTIME.

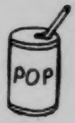
_______5. A PEANUT BUTTER SANDWICH IS A NUTRITIOUS SNACK.

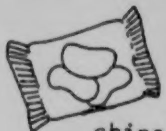
CIRCLE THE PICTURES OF FOOD IN EACH LINE BELOW THAT WOULD MAKE A GOOD SNACK.

6.



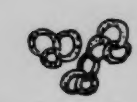
fruit



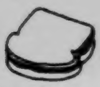


chips

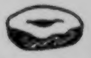
7.



pretzels

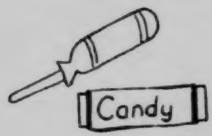


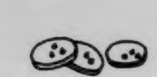
peanut butter
sandwich



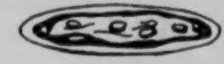
doughnut

8.





cookies



pizza

ACTIVITY SHEET #35

12
1
2
3
4
5
6
7
8
9
10
11

EATING BETWEEN MEALS

1. Do you get hungry between meals? ______

Why? ______

______

2. Should one eat between meals? ______

______

3. How do you feel when you get home from school? ______

______

4. Do you have a snack after school? ______

5. If you are very hungry, what should you eat after school? ______

______

______

UNIT H
TOOTH TIME

BASIC CONCEPTS: Teeth have specific functions and contribute to appearance, digestion and speech.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become familiar with the structure and function of teeth by . . .			Health and Science-parts of the body and their functions, dental health.
. . . naming the three basic functions of teeth.	Begin talking about why teeth are needed and discuss the three basic functions of teeth. They are: 1. chewing food; 2. clear speech; 3. pleasant appearance.	Poster-Have a Healthy Smile, Dairy Council. Teacher Reference-Learning About Your Oral Health, Level I: K-3, American Dental Association, 211 East Chicago Avenue, Chicago, IL 60611.	
. . .identifying the parts of a tooth and its function.	Have the children color and identify the diagram of a tooth's inner structure illustrated on Activity Sheet #36, Ted Tooth is a Busy Body. Then discuss the function of the tooth parts-crown and root.	Activity Sheet #36. Poster-Have a Healthy Smile, Dairy Council. Teacher Reference-Learning About Your Oral Health, Level I: K-3, American Dental Association.	
. . . identifying the types and jobs of teeth.	Complete the activity sheet, "Types of Teeth and Their Jobs." Review with the students the jobs of the different types of teeth which include: Incisors-biting and cutting Cuspids-tearing Biscuspids-tearing and grinding Molars-grinding	Activity Master, "Types of Teeth and Their Jobs." Learning About Your Oral Health, Level I: K-3, American Dental Association.	

BASIC CONCEPTS: Teeth have specific functions and contribute to appearance, digestion and speech.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Complete Activity Sheet #37, Tooth Types.	Activity Sheet #37.	
	Using the activity sheet as a guide, arrange a bulletin board entitled, "Types of Teeth and Their Jobs."	Pamphlet-"Your Teeth and What They Do," American Dental Association.	

BASIC CONCEPTS: Preventive dental care is necessary for good oral health.
One needs to establish a daily routine of personal health care.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become familiar with preventive dental care by . . .			
. . . listing the different ways to clean teeth.	Through a class discussion, have the students compile a list of all the different ways to clean teeth. List should include: 1. brushing; 2. flossing; 3. eating crisp foods; 4. rinsing mouth with water. Order identifies effectiveness of method. Talk about why it is important to clean teeth on a daily regular basis.	Elementary health textbooks. Film-"Showdown at Sweet Rock Gulch," American Dental Association; Loan Basis-Modern Talking Picture Service or Dairy Council.	Health-daily preventive dental care.
	View the filmstrip-"Tooth Town U.S.A.," Unit 3, filmstrip and cassette, to introduce the different ways to clean teeth.	"Tooth Town U.S.A.." Unit 3, filmstrip and cassette, Dairy Council.	
	Have the students read the pamphlet, "Casper Presents Space-Age Dentistry."	Pamphlet-"Casper Presents Space-Age Dentistry," American Dental Association.	
. . . demonstrating the correct way to brush and floss teeth.	Discuss and demonstrate how to clean teeth by brushing and flossing utilizing the transperancy, activity master and student pamphlet. Emphasize that these are the two most effective methods for a daily dental care routine.	Activity Master and Transperancy-How to Brush Your Teeth. Activity Master-Flossing Your Teeth. Teacher Reference-Pages 2 and 3, Learning About Your Oral Health, Level I: K-3, American Dental Association.	Health-preventive dental care.

BASIC CONCEPTS: Preventive dental care is necessary for good oral health.
One needs to establish a daily routine of personal health care.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Arrange for a dentist, dental hygienist, or assistant to demonstrate how to care for teeth by brushing and flossing.	Resource Speaker and demonstration. Poster-Have a Healthy Smile, Dairy Council. Pamphlet-"Cleaning Your Teeth and Gums," American Dental Association.	
	Have the students practice how to brush and floss teeth on a large model with a large tooth brush.	Tooth Town U.S.A. package from the Dairy Council; cut slits between illustrated teeth for flossing practice and use the large tooth brush for brushing practice.	Health-daily preventive dental care.
	Have the students individually practice the correct method of brushing and flossing teeth.	Plaque Control Kit, materials for a class of 35 students including 35 soft bristle tooth brushes, 50 yards of dental floss, 35 Eat-Brush-Floss stickers, 70 disclosing tablets, 35 pamphlets for parents, and 1 "Cleaning Your Teeth and Gum Guide" for the teacher. Kit is developed by the American Dental Association.	
	If possible, involve parents in the classroom demonstration and practice of cleaning teeth.	Reference pamphlets for parents: "Your Child's Teeth" and "The Care of Children's Teeth" both by the American Dental Association. "For Good Dental Health, Start Early," Dairy Council.	

BASIC CONCEPTS: Preventive dental care is necessary for good oral health.
One needs to establish a daily routine of personal health care.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Initiate a brushing and flossing practice session after lunch each day.	Teacher Reference-Learning About Your Oral Health, Level I: K-3, page 3, and the Plaque Control Kit both from American Dental Association.	
	Begin a dental health poster contest in your school to promote better dental health. FOLLOW-UP ACTIVITY: From time to time throughout the year spot-check each pupils oral hygiene suing the disclosing tablets.	Art supplies.	Art-basic skills and creativity.

BASIC CONCEPTS: Many services are provided by dental professionals.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become familiar with preventive dental care service by . . .	View the filmstrip, "Tooth Town U.S.A.." Unit 4. After viewing the filmstrip, talk about the different people who provide dental services, dentist, dental hygienist, dental assistant, etc.	"Tooth Town U.S.A., " Unit 4, filmstrip and cassette, Dairy Council. Teacher's Guide-Tooth Town U.S.A., Dairy Council.	
. . . naming two persons who provide dental services.	Arrange for several dental professionals to talk to the students about their jobs.	Resource Speaker: Dentist, Dental Hygienist, Dental Assistant, etc.	Career Awareness-role of dental professionals.
	Read the pamphlet D is for Dentist and talk about the dentist''s job including examination, x-rays, cleaning teeth and taking care of cavities.	D is for Dentist, student pamphlet, American Dental Association.	
	Arrange a visit to a dentist's office to find out more about the people and different equipment.	Cooperation of local dentist or dental assistant.	
. . . realizing the importance of regular visits to the dentist.	Talk about why it is important to visit the dentist regularly.		
	Let the student with the next dental appointment take a list of questions created by the class for the dentist to answer. Have the student report back to the class.		

BASIC CONCEPTS: Proper nutrition promotes good dental health.
Certain foods promote tooth decay.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop an understanding of the relationships between diet and dental health by . . .		Film-"The Munchers; a Fable," American Dental Association or Dairy Council.	Health and Science-study of foods and nutrition and dental health.
. . . identifying the Basic Four food groups as one guide to follow for a balanced diet.	Review the Basic Four food groups to reinforce that this is one basic guide to follow for a balanced diet which will promote good health including dental health.	Activity Masters on the Basic Four from Learning About Your Oral Health, Level II: 4-6, American Dental Association.	
. . . explaining why sugar is harmful to teeth.	Talk about what happens when teeth decay. When students provide information that sweets make decay ask why; Build an explanation through teacher-based discussions: All mouths contain bacteria. Plaque is the name for this layer of bacteria on teeth. Show the transperancies. Sugar causes bacteria in plaque to form acid. The acid attacks enamel in the teeth making holes which begins the decaying process. Each time sugar is eaten it causes an acid attack lasting approximately 30 minutes which is why it is so important to clean teeth after eating sweets.	Teacher Reference-Diet and Dental Health, pamphlet, American Dental Association. Teacher Reference-Learning About Your Oral Health, Level II: 4-6, Page 6, American Dental Association. Transperancies'"The Plaque Chain," and "Where Plaque Hides," Learning About Your Oral Health, Level II: 4-6, American Dental Association.	

BASIC CONCEPTS: Proper nutrition promotes good dental health.
Certain foods promote tooth decay.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	To illustrate the acid attack complete the following experiment: Place an egg in vinegar for 24 hours. Explain that the eggshell is similiar material to teeth. Vinegar is acid (like the acid formed by sugar plus bacteria in plaque). After 24 hours examine the eggshell-it will be softened and weak.	Science textbooks.	Science-experiments related to the effect of acid.
	Have the student complete the activity sheet, Tooth Puzzle.	Activity Sheet #38, Tooth Puzzle	Language Arts-vocabulary.
. . . identifying foods that promote tooth decay.	Compile a list of foods that easily cause tooth decay. This would include foods high in sugar content and low in cleansing properties. From a collection of magazine pictures or food models, have the students separate the foods into two groups. One group for the foods which greatly promote tooth decay, and one group for foods that do not create tooth decay. This discussion may lead into a talk about snacks.	Teacher Reference-Learning About Your Oral Health, Level II: 4-6, American Dental Association.	Health and Science-dental health and food choices.
	Have the students make a list of the foods eaten for one day. Circle the foods that contain a lot of sugar. Then count the number of acid attacks their teeth were exposed to in one day.		Health and Science-identification of foods harmful to teeth.

BASIC CONCEPTS: Proper nutrition promotes good dental health.
Certain foods promote tooth decay.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
333	Complete the experiment Sugar and Spice by filling a spice jar or a small clear container with the amount of sugar found in certain foods. A tabulated list can be found on the activity sheet entitled "Sugar and Spice Experiment." This will clearly illustrate how much sugar is found in foods and why it is so important to clean teeth.	Activity Sheet #39, "Sugar and Spice Experiment."	Health and Science-food compostion. 334

BASIC CONCEPTS: Careful selection of snack foods are necessary for good dental health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will be able to select snack foods for good dental health by . . .			
. . . explaining what is a safe snack food.	Talk about what makes a safe or a hazardous snack food in relation to dental health. A safe snack food does not contain sugar while a hazardous snack food has a high sugar content. View the filmstrip, "Tooth Town U.S.A.," Unit 2 to introduce common hazardous and safe snack foods.	Teacher Reference-Diet and Dental Health, American Dental Association. "Tooth Town U.S.A.," Unit 2, filmstrip and cassette tape, Dairy Council.	Health and Nutrition-food choices and dental health.
. . . identifying five hazardous snack foods.	From a collection of snack food models or magazine pictures, have the students each select one snack food and explain whether it is a safe or hazardous snack food in relation to dental health.	Magazine pictures or food models, Dairy Council.	
. . . identifying five safe snack foods.	Have the students complete the activity sheet, "Find the Trigger Foods," and "Snack Attack."	Activity Master, "Find the Trigger Foods," from Learning About Your Oral Health, Level II: 4-6, American Dental Association. Activity Sheet #40, "Snack Attack."	

BASIC CONCEPTS: Careful selection of snack foods are necessary for good dental health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Construct a bulletin board entitled, "Smart Snacks for Me" using pictures of safe snack foods.	Magazine pictures and food models, Dairy Council.	Art-basic skills.
	Plan a snack tasting session to introduce the students to more safe snack foods to promote good dental health.	What's Cooking?" Snack Recipe Ideas, Supplement to SNACK Pack. Children's cookbooks.	

UNIT H-TEST

NAME ____________________

DATE ____________________

USE THE WORDS BELOW TO COMPLETE THE FOLLOWING SENTENCES.

crown
plaque
dentist
sugar
root
cavity
toothbrush
dental floss

1. The ____________ is the part of the tooth which bites, tears and grinds food.

2. The ____________ is the part of the tooth which holds the tooth in the jawbone.

3. ____________ is the sticky film of bacteria which builds up on the teeth.

4. Acid is made when bacteria combines with ____________ in foods you eat.

5. A ________________________ and ________________________ are tools for cleaning teeth.

6. Regular visits to the ____________ is one way to take good care of your teeth.

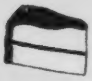
LIST THE TWO BEST WAYS TO CLEAN YOUR TEETH.

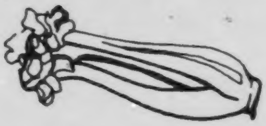
7. ____

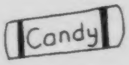
8. ____

CIRCLE THE FOODS SHOWN BELOW THAT ARE NOT HARMFUL TO YOUR TEETH.

9.







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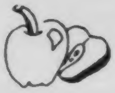
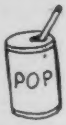
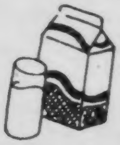
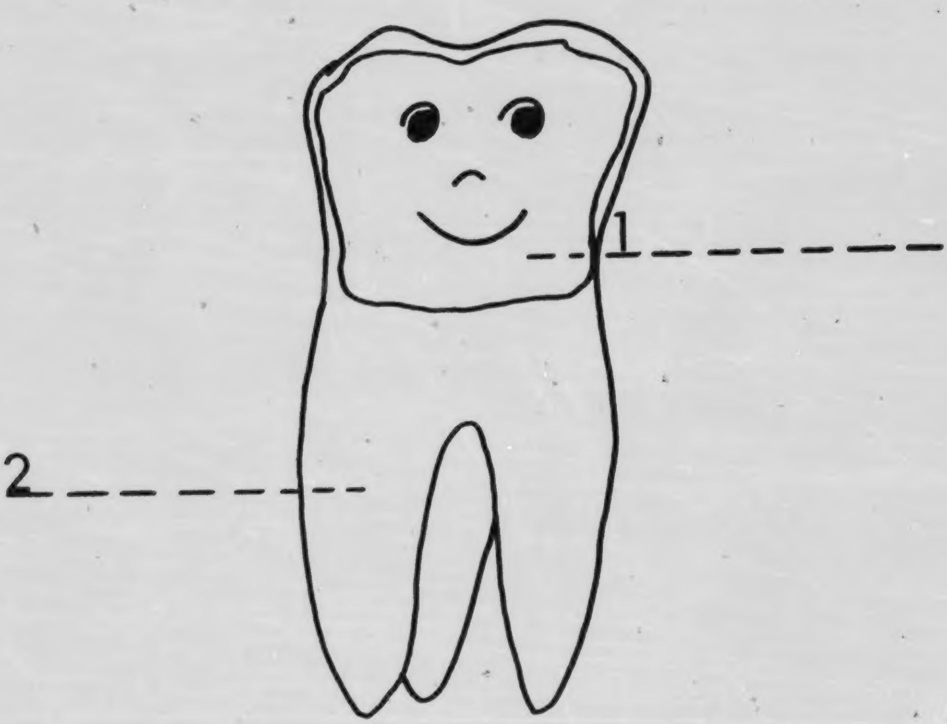






DIRECTIONS: WRITE THE NAME OF THE PARTS OF A TOOTH.



WRITE A SENTENCE EXPLAINING WHAT EACH PART OF THE TOOTH DOES.

1. ______________________________

____

2. ______________________________

____

UNSCRAMBLE THE NAMES OF THE FOUR TYPES OF TEETH.

RALOM ______________________________

IBSICUPD ______________________________

PIDUSC ______________________________

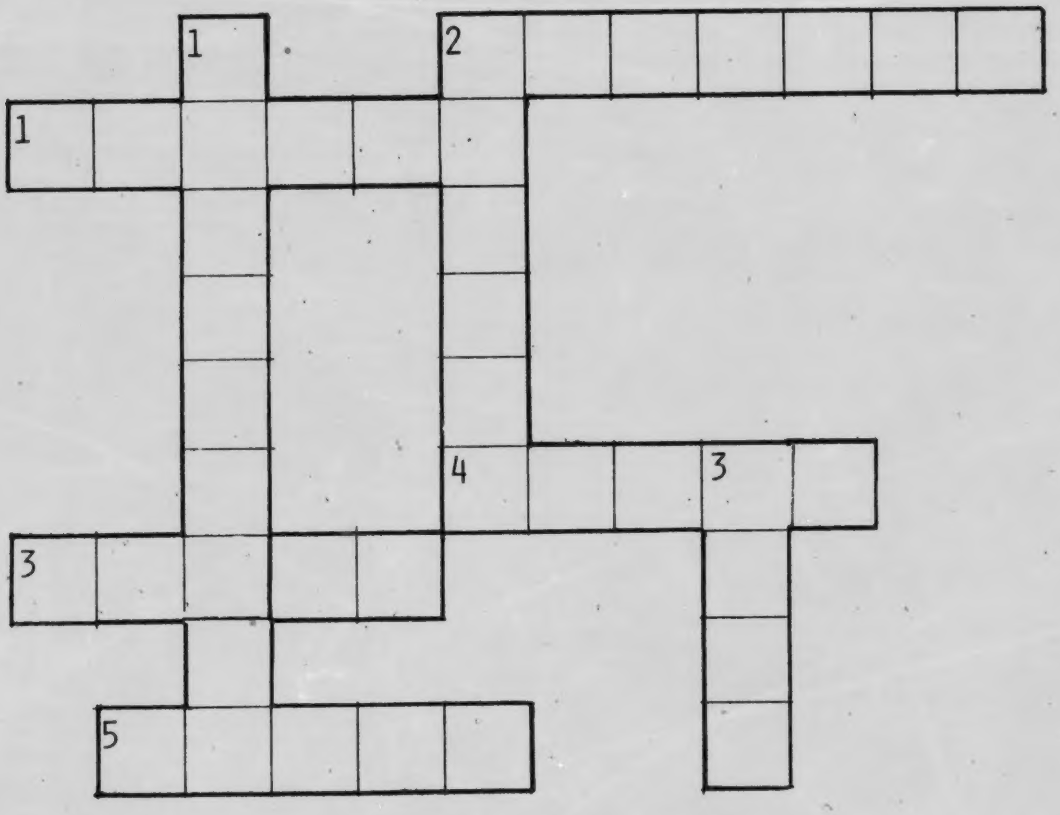
ROSNICI ______________________________

FROM THE WORDS LISTED BELOW, FINISH THE FOLLOWING SENTENCES TO EXPLAIN THE JOBS OF THE FOUR TYPES OF TEETH.

GRINDING TEARING
BITING CUTTING

1. THE INCISORS ARE NEEDED FOR _______________ AND _______________ FOOD.
2. THE CUSPIDS ARE NEEDED FOR _______________ FOOD.
3. THE JOBS OF THE BISCUSPIDS ARE FOR _______________ AND _______________ _________ FOOD.
4. MOLARS ARE NEEDED FOR _______________FOOD.

ACTIVITY SHEET #38 TOOTH PUZZLE



ACROSS:

1. THE STICKY FILM OF BACTERIA THAT BUILDS UP ON TEETH.
2. A PERSON WHO HELPS YOU TAKE CARE OF YOUR TEETH.
3. WHAT CLEANS BEST BETWEEN YOUR TEETH.
4. FOOD THAT BACTERIA USES TO MAKE ACID.
5. BEST WAY TO CLEAN YOUR TEETH.

DOWN:

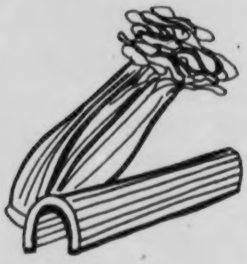
1. A BASIC GUIDE TO FOLLOW FOR A BALANCED DIET IS THE ____________________.
2. IF NOT CARED FOR PROPERLY, A TOOTH ______________.
3. WHEN BACTERIA COMBINES WITH THE SUGAR IN FOODS EATEN, IT MAKES ______________________.

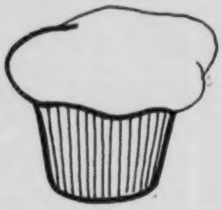
ACTIVITY SHEET #39 SUGAR N SPICE

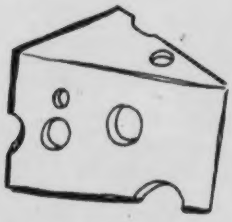
DIRECTIONS: THIS DISPLAY CAN BE USED TO ILLUSTRATE THE AMOUNT OF SUGAR FOUND IN FOODS COMMONLY EATEN BY CHILDREN FOR SNACKS. FILL SPICE JARS OR SMALL, CLEAR CONTAINERS WITH THE NUMBER OF TEASPOONS FOUND IN THE FOODS LISTED. LABEL THE CONTAINERS WITH EACH FOOD NAME AND AMOUNT OF SUGAR CONTAINED IN ONE SERVING. IF SPICE JARS AND RACK ARE NOT AVAILABLE, DISPLAY SUGAR CUBES TO SHOW THE AMOUNT OF SUGAR FOUND IN SELECTED FOODS.

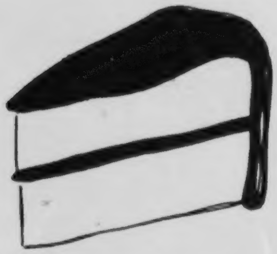
FOOD	SERVING	AMOUNT OF SUGAR
APPLE PIE	1 SLICE	12 TEASPOONSFUL
CHEWING GUM	1 STICK	½ TEASPOONFUL
COCO COLA	1 BOTTLE	4½ TEASPOONSFUL
HERSHEY CANDY	1 BAR	7 TEASPOONSFUL
JELLY	1 TABLESPOON	2½ TEASPOONSFUL
LIFE SAVER	1 MINT	1/3 TEASPOONSFUL
CHOCOLATE MILK	1 CUP	6 TEASPOONSFUL
PEPSI COLA	12 OUNCES	9 TEASPOONSFUL
MILKY WAY BAR	1 BAR	13 TEASPOONSFUL
DOUGHNUT (PLAIN)	1	4 TEASPOONSFUL

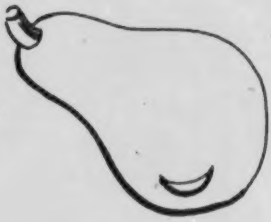
PICTURED BELOW ARE FOODS OFTEN EATEN FOR SNACKS. CROSS OUT THE FOODS THAT ARE HARMFUL TO YOUR TEETH. DRAW A CIRCLE AROUND THE FOODS THAT ARE SAFE FOR YOUR TEETH.

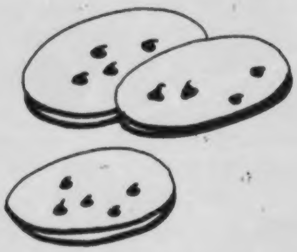


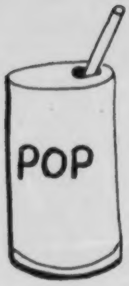


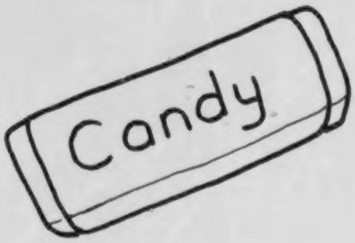


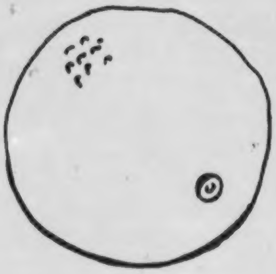


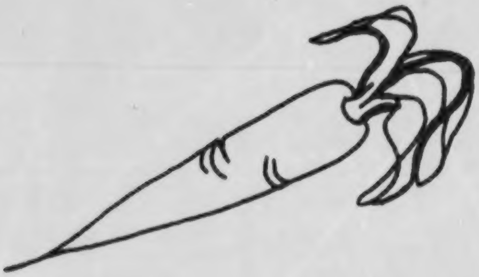


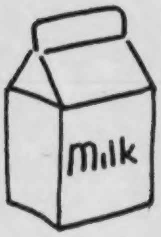


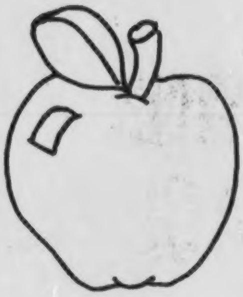












UNIT I
MANNERS MATTER.

BASIC CONCEPTS: Good manners create a pleasant atmosphere during mealtime.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become aware of the value of good table manners and habits by . . .		The following resources may be used for all the suggested activities:	
. . . identifying good manners to use in school and at home.	View posters or teacher made transperancies identifying table manners and courtesies.	Poster Set-Please and Thank You, Green Giant Company, 5601 Green Valley Drive, Minneapolis, MN 55437.	Social Science and Home Economics-manners.
	Talk about why we need to use good manners. Have the children talk about the good manners they practice at home and school or in a restaurant.	Booklet "How to be Polite to Green Giants and People," Green Giant Company. Poster Set-Manners Matter, Trend Enterprises Inc., P.O. Box 3073, St. Paul, MN 55165. Check local school library for films or books related to manners.	
	Role play different situations using good and poor examples of table manners. Have the students suggest ways to correct unacceptable examples of table manners. Teacher demonstration or explanation may be needed to clarify some situations.	Elementary textbooks.	Language Arts-role playing situations and communication skills.
	Have the children role play or react to a series of teacher planned situations.		Language Arts-role playing situations and communication skills.

BASIC CONCEPTS: Good manners create a pleasant atmosphere during mealtime.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Examples: What if Aunt Hazel serves peas and you just hate peas? What if you can't reach the milk? What if you don't care for a second helping? What if you'd like more corn on the cob? What if you can't cut your meat? Children should use proper manners in presenting their situation. Suggest ways to connect unacceptable behavior.		
. . . identifying behavior and role expectations of a customer in a restaurant.	Role play a restaurant scene in which there is a waiter or waitress, a customer, and a cashier. Have the class, as observers, tell the characters what to do, thus identifying roles and behavior expected.	Play money and hand-made paper hat, check.	Social Studies-career awareness.
Students will develop competence in the appropriate use of table manners and habits by . . .			
. . . demonstrating appropriate table manners in class, the school lunchroom, and at home.	Practice good table manners during the class tasting parties as well as during lunchtime and at home. The following are practices to be developed: 1. using eating utensils correctly; 2. using a napkin; 3. eating without excessive noise; 4. not talking with food in the mouth; breaking off	Poster Set-Manners Matter, Trend Enterprises.	Social Science and Home Economics-manners. Classroom food experiences.

BASIC CONCEPTS: Good manners create a pleasant atmosphere during mealtime.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	easily edible portions of food; remaining at the table until all are finished eating (home preference); cleaning up eating area when finished (classroom and school cafeteria); using appropriate table courtesies such as: please and thank you, pleasant conversation; using correct posture, sitting up straight (aids the digestion of food) and elbows not resting on the table.		
	FOLLOW-UP ACTIVITY:		
	At different times throughout the school year, arrange for a teacher to inconspicuously check on the class members' table manners in the cafeteria. The regular teacher can then initiate a classroom discussion pertaining to the observation of students' table manners and ways in which it can be improved.	Elementary teacher or cafeteria manager.	

BASIC CONCEPTS: Correct table setting adds to the plasure of mealtime.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . demonstrating the proper way to set a place at the table.	Find out how many students set the table at home. Explain that it is so much easier and more pleasant to have all the needed utensils on the table before sitting down to eat.		Home Economics-daily life skills.
	Students will view the teacher made poster entitled, "To Set the Table--You Need . . ." The poster is made of pictures depicting knives, spoons, forks, glassware, dishes and napkins.	Bristol board with plastic and paper products taped on, with real items set at a table, or with pictures of each of the items.	
	Conduct a teacher or student demonstration utilizing the most typical table setting. Discuss why this setting is used so much.	Plastic silverware, paper plates, and paper cups.	
	Decorate the bulletin board area with food characters looking on from the side. Set one place at the table with colorful paper products or bristol board cutouts.		
	Test the students ability to recall the table setting method by either having each child demonstrate how to set a place at the table with real items or by drawing a picture of one place setting naming each item drawn.	Equipment for setting a place at the table.	

BASIC CONCEPTS: Correct table setting adds to the pleasure of mealtime.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Students will practice setting a place at the table by using flannel board cutouts, plastic/paper products or real items.	Equipment for setting a place at the table.	
	Students may wish to make their own placemats using construction paper or bristol board, decorating as they wish. These then can be used at home or in school for a tasting or snack session.	Construction paper, bristol board, crayons or magic markers.	Art-basic skills and creativity.
	FOLLOW-UP ACTIVITY:		
	Ask a student to be responsible for setting the table at home for a meal. Have them report, in writing or orally, what they had to do.		

UNIT I-TEST

NAME ____________________

DATE ____________________

1. Why are good manners important?

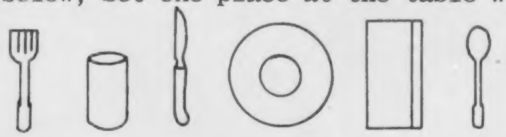
2. Read the following paragraph and then answer the questions.

   The Vogel family is sitting at the table eating dinner. John wants to go out and play baseball with his friends and so he eats his hamburger in three bites. He asks his mother to pass the pitcher of milk. As he pours a glass of milk, he bumps his sister. He finishes the glass of milk and asks to be excused from the table.

   What good manners did John follow?

   What good manners rules didn't he follow?

3. In the space below, set one place at the table with the following utensils:



UNIT J
SMART SHOPPING

BASIC CONCEPTS: Selective buying of food promotes good health and nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop the ability to make wise food choices by . . .			
. . . becoming familiar with how food is purchased.	Talk about where we can go to buy food. Name all the different kinds of stores that sell food products.	Magazine picutres	Social Studies.
	Cut out pictures which depict some type of shopping and/or buying or read about shopping for food. Have the class talk about what needs to be considered before buying foods such as nutritional value, food likes and dislikes and cost.	Book-*Let's Go To A Supermarket*, Chapman, G. P. Putnam's Sons, 200 Madison Avenue, New York, NY 10016. Picto Series-Talkstarters At the Store, Scott Foresman and Company, 99 Bauer Drive, Oakland CA 97436.	Language Arts-communication skills. Health and Nutrition-food choices.
	Build a "food store" in class, using play money and empty food containers. Let the children buy and sell and gain experience getting and giving change, deciding what to buy, etc. This activity is an excellent one to coordinate with different objectives from other units.	Empty food containers, play money, toy cash register, etc.	Math-arithmetic skills.
	View film or fimstrip relating to stores and food shopping.	Check local school library. Film-"People Who Work In Stores," Coronet Instructional Films, 65 East South Water Street, Chicago, IL 60601	

BASIC CONCEPTS: Selective buying of food promotes good health and nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . identifying at least three examples of good snack foods that they can buy.	Survey the class to find out how many students buy after-school snacks. Make a list of the foods they buy. Classify the foods listed in the appropriate food group. Compliment the children for making wise food choices if most foods are from the Basis Four food groups. When most of the foods are "other foods" with little nutritive value, encourage selecting foods from the Basic Four instead. Suggest foods that taste as good, satisfy appetite and are nutiritious like nuts, pumpkin seeds, fruit, pizza, peanut butter crackers.	Poster-"What Makes A Good Snack For You," Meals and Snacks for You, Dairy Council.	Health and Consumer Education-wise food choices.
	Talk about good things to buy when a student goes food shopping with his parents. The most tempting spot is a checkout counter with the gum and candy display. Review with the children why these foods are not good for them in relation to general health and nutrition and dental health. Encourage children to watch how the cash register works or all the foods being bought wh while in the checkout line.	Refer to SNACK Pack Level II-Unit G, The Snack Racket.	Health and Nutrition-general health, dental health.

BASIC CONCEPTS: Selective buying of food promotes good health and nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	FOLLOW-UP ACTIVITY: Plan a class tasting session to introduce nutritious and inexpensive snacks the students can buy ready-made such as different kinds of nuts, non-sugar coated cereal, fresh fruit or vegetables. Different snacks that can be easily prepared by the students can also be prepared and tasted. Several weeks or months after completion of unit, ask students to list snacks they are now buying,-compare to Basic Four food group noting any difference in their food buying habits.	Children's Cookbooks. Refer to What's Cooking?, supplement to SNACK Pack.	Health and Nutrition-widening variety of food choices.

BASIC CONCEPTS: Advertising can influence our food choices.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will recognize that advertising can influence food choices by . . .			
. . . understanding the meaning and purpose of advertising.	Have the students react to the term-advertising. What do they think of when the word ad or commercial is mentioned. Talk about the different reasons for advertising foods.	Social Studies Textbooks.	Social Studies and Consumer Education-advertising.
	Assign the students to each bring in a food ad from a magazine or newspaper. Through a class discussion, evaluate the ads for their honesty in information presented and identify what makes a good advertisement.	Magazine and newspaper food advertisements.	
. . . identifying foods that are advertised and whether it is a good choice based on nutrition.	Have the class make a list of foods they ask their parents to bring for them. How many of these foods were advertised and how were they advertised. Draw the conclusion that seeing a television commercial or magazine ad or hearing about it from a friend influences them to try that food.	Social Studies Textbooks.	Social Studies and Consumer Education-advertising.
	Discuss the effects of advertising on food choices, especially snacks.		Consumer Education and Health-advertising and food choices.

BASIC CONCEPTS: Advertising can infludence our food choices.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Show magazine/newspaper advertisements of both nutritious and "junk foods." Point out that all foods which are advertised are not necessarily nutritious or wise food choices.	Magazine and newspaper food advertisement.	Consumer Education and Health-advertising and food choices.
	Have the students make a pictorial story using magazine advertisements about the Basic Four Food Groups or foods for good health.	Magazine Pictures and art supplies.	Consumer Education and Health. Art-basic skills and creativity.
	FOLLOW-UP ACTIVITY: Have the children divided in small groups make up radio/television commercials or magazine ads for the Basic Four Food Groups. If possible, include in school newspaper or school announcements.		Language Arts-writing and communication skills. Art-basic skills and creativity Health-nutrition.

BASIC CONCEPTS: The way we act in the supermarket affects those around us.

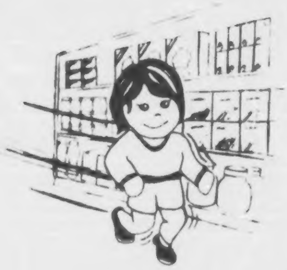
OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become familiar with appropriate behavior when shopping by . . .			
. . . identifying and practicing good shopping behavior.	Talk with the students about their behavior when they go shopping with their parents. Review some basic rules to follow such as not opening up packages, not running in the aisles, or putting foods they want in the cart without permission.	Cooperation of supermarket worker or manager. Teacher Reference-'How To Be A Better Shopper," The Sperry Hutchinson Company, 330 Madison Avenue, New York, NY 10017.	
	Role play grocery shopping situations to illustrate acceptable and unacceptable behavior with students playing the role of parent, child, grocery store worker.		Language Arts-role playing, use of language.
	Seek cooperation of local supermarket manager for a field trip to the store during a non-busy time. Students will have an opportunity to see many different foods in different forms and nonfood items that are available. Excellent time to introduce or reinforce rules of behavior to follow when shopping.	Cooperation of local supermarket owner or manger and parents.	Social Studies-consumer education. Career Awareness-food industry.

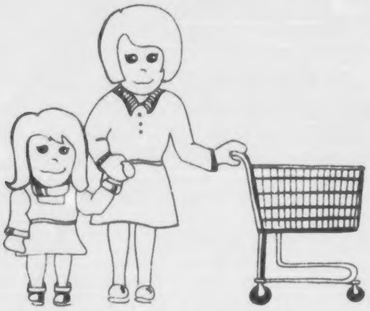
UNIT J-TEST

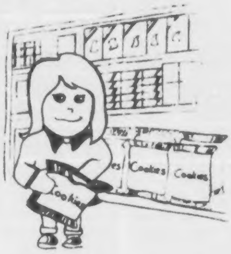
NAME ____________________

DATE ____________________

1. CIRCLE THE PICTURE THAT SHOWS THE CORRECT WAY TO BEHAVE WHEN GROCERY SHOPPING.







CIRCLE THE GOOD SNACK FOOD YOU WOULD BUY IN EACH LINE BELOW.

2. PEANUTS POTATO CHIPS POP

3. CANDY BAR ICE CREAM CONE CUPCAKE

NAME TWO WAYS IN WHICH FOODS ARE ADVERTISED.

4. ____

5. ____

UNIT K
WORLD OF WORK.

BASIC CONCEPTS: Many different people work in the food industry.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop an awareness of jobs related to the food industry by . . .			
. . . identifying three people who work in the food industry.	Teacher explanation or class discussion to define the term food industry which includes all businesses related to the production, preparation, and transportation of food products.	Check local school library for reference books. Film-"Bakery Beat," AIMS Instructional Media Services, Inc. 626 Justin Avenue, Glendale CA 91201.	Career Awareness or Social Studies.
	Brainstorm to make a list of the job names for all the people who take part in getting food to the table. For example: farmer, harvester, truck driver, factory worker.	Film-'People Who Work in Stores," Coronet Instructional Films, 65 South Water Street, Chicago, IL 60601. Film-"I Can Be a Food Processing Worker," ACI Productions, 35 West 45th Street, New York, NY 10036. Filmstrip and Activity Masters-'People at Work-Farming" and "People at Work-Preparing and Serving Food," Pathescope Educational Films, Inc. and the Associated Press, 71 Weyman Avenue, New Rochelle, NY 10802.	
	Utilize the Urban Panorama Kit to introduce several jobs related to the food industry. For example: driver of milk truck, ice cream vendor, grocer.	'Urban Panorama Kit, Dairy Council.	Social Studies-dairy farm. Career Awareness-dairy industry.

BASIC CONCEPTS: Many different people work in the food industry.

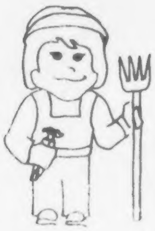
OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . observing workers at their job in the food industry.	Arrange to visit the school cafeteria to observe the workers perform several different jobs.	Cooperation of school foodservice director, or school cafeteria manager.	Career Awareness-food service.
	If possible, arrange a field trip to visit and tour a local bakery, restaurant, grocery store or farm.	Cooperation of local food related business or store.	Social Studies and Career Awareness.
	Arrange for persons employed in the food industry to talk with students about their jobs.	Cooperation of parents or community members employed in the food industry.	Career Awareness-food industry.

UNIT K-TEST

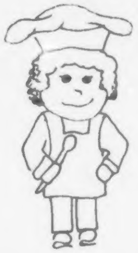
NAME ____________________

DATE ____________________

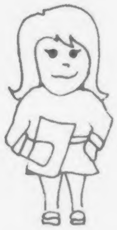
1. CIRCLE THE PICTURES OF THE FOOD INDUSTRY WORKERS.



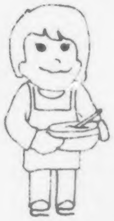
FARMER



CHEF



TEACHER



BAKER

2. NAME THREE PLACES WHERE ONE WOULD WORK IN THE FOOD INDUSTRY.

A. ____

B. ____

C. ____

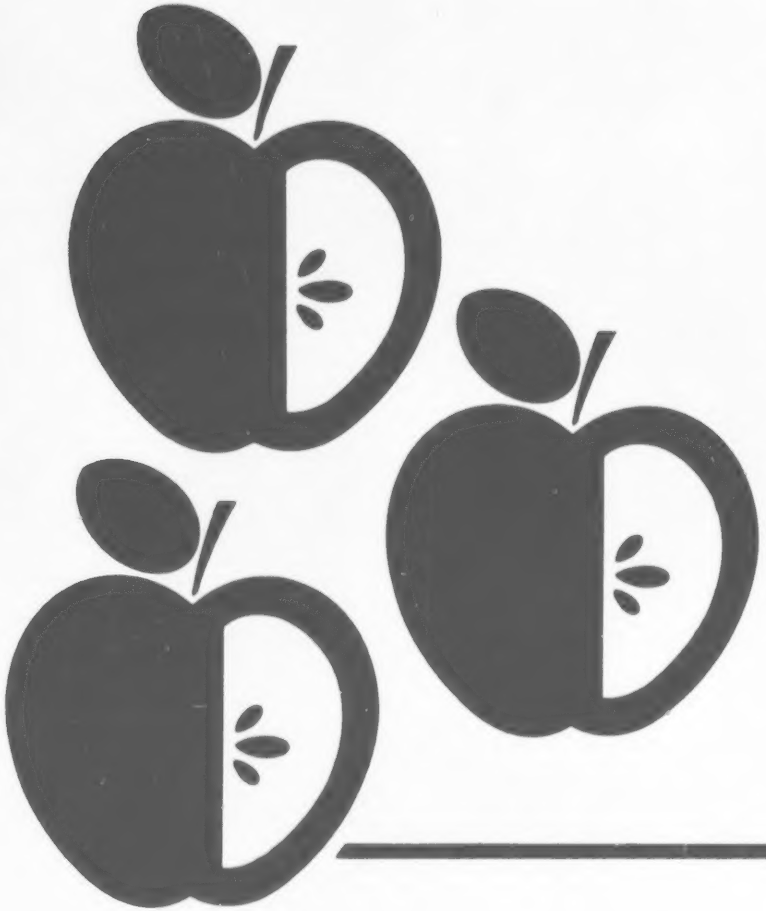
USE THE WORDS BELOW TO FINISH THE FOLLOWING SENTENCES:

TRUCK DRIVER WAITRESS FOOD SCIENTIST

3. A ____________________ TAKES ORDERS AND SERVES FOOD.

4. A ____________________ TRANSPORTS FOOD FROM A FARM OR FACTORY TO GROCERY STORES.

5. A ____________________ STUDIES FOOD AND DEVELOPS NEW FOOD PRODUCTS.



LEVEL III

Grades 5 & 6

UNIT A . . . YOU ARE WHAT YOU EAT
UNIT B . . . NUTRIENT NOTES
UNIT C . . . THE MORNING WARNING: BREAKFAST COUNTS!
UNIT D . . . IT'S TIME FOR LUNCH
UNIT E . . . THE SNACK RACKET
UNIT F . . . TOOTH TIME
UNIT G . . . FOODS FROM AROUND THE WORLD
UNIT H . . . FOOD SENSE OR NONSENSE
UNIT I . . . LOOK FOR THE LABEL
UNIT J . . . SMART SHOPPING
UNIT K . . . MANNERS MATTER
UNIT L . . . THE WORLD OF WORK

UNIT A
YOU ARE WHAT YOU EAT

BASIC CONCEPTS: Good nutrition is directly related to an individual's physical well-being and appearance.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will recognize the relationship between good nutrition and physical well-being by . . .			
. . . defining the term nutrition.	Initiate a class discussion defining the term nutrition and the relationship between physical well-being and appearance. A simple definition of the term nutrition is that it is the study of food and how the body uses it.	Health/Science text books.	Science-Nutrition-Health-relationship between nutrition and physical well-being.
. . . discussing the effects of nutritional habits of health.	Invite the school nurse or health educator to come to the classroom to present a talk about the relationship between health now and in the future based on nutritional habits.	School health professional.	
	Have the students review and discuss page 2 and 3 in "The A-B-C's of Good Nutrition."	Booklet-"The A-B-C's of Good Nutrition," Channing L. Bete Company, 45 Federal Street, Greenfield, MA 01301.	
	View and discuss the film "The Food Platform" which illustrates the importance of a diet that is nutritionally balanced.		

BASIC CONCEPTS: Good nutrition is directly related to an individual's physical well-being and appearance.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . evaluating individual physical health and appearance.	Have the students complete the activity sheet, "How's Your Health" a self-evaluation which is for the students individual information, not for comparison.	Activity Sheet #41-How's Your Health?	Health.
. . . analyzing individual eating habits.	Now have the students take a good look at their own eating habits by keeping a food record for several days. List several questions on the chalk board for the students to think about such as: Are you eating more junk food than food from the Basic Four? What can you do to improve your health and appearance?	Activity Sheet #42-Food Record	Health-eating habits.
	Talk about what a lack of food can do to the body such as lack of energy, deficiency diseases, stunted growth, lack of resistance to infections, etc.	Page 3, "The A-B-C's of Good Nutrition," Channing L. Bete Company. Science and Health text books.	
. . . observing an animal feeding experiment.	If possible, conduct the animal feeding experiment following the control conditions for a short length of time.	Animals as a Tool for Teaching Nutrition, Pennsylvania Department of Health, Nutrition Services, Box 911, Harrisburg, PA 17120.	Science-observation and experiment techniques.

UNIT A-TEST

NAME ________________

DATE ________________

On the line in front of each of the following statements, place a "T" if the statement is true; or an "F" if the statement is false.

_______ 1. Good nutrition means eating a variety of food from the Basic Four food groups each day.

_______ 2. The body needs a variety of food for growth, good health, and energy.

_______ 3. Eating only junk foods provides a balanced diet.

_______ 4. One's food intake can effect your physical appearance.

_______ 5. Deficiency diseases such as rickets, scurvy and pellagra result from too much food.

Answer the following questions:

6. Why is it important to eat a variety of food?

____

____

____

7. What is the meaning of the term nutrition?

____

____

____

ACTIVITY SHEET #41 HOW'S YOUR HEALTH

DIRECTIONS: Think about your physical health and appearance by answering the following questions. Place a check in the column that describes how you feel.

	Satisfied	Need to Improve
1. Is your skin clear and smooth?		
2. How is the condition of your hair?		
3. How firm and strong are your nails?		
4. How is the condition of your teeth?		
5. What shape is your weight in?		
6. Is your digestive system in good working order?		
7. Are you good natured and free from grouchiness?		
8. How is your energy level?		
9. How are your eating habits?		
10. How is your health in general?		

ACTIVITY SHEET #42 FOOD RECORD

DIRECTIONS: List the foods eaten during meals and snacks for each day, then count the number of servings from the Basic Four and other foods.

DAY 1	DAY 2	DAY 3
BREAKFAST	BREAKFAST	BREAKFAST
________________	________________	________________
________________	________________	________________
________________	________________	________________
LUNCH	LUNCH	LUNCH
________________	________________	________________
________________	________________	________________
________________	________________	________________
DINNER	DINNER	DINNER
________________	________________	________________
________________	________________	________________
________________	________________	________________
SNACKS	SNACKS	SNACKS
________________	________________	________________
________________	________________	________________
________________	________________	________________
FOOD GROUP SERVINGS	FOOD GROUP SERVINGS	FOOD GROUP SERVINGS
Milk/Dairy ________	Milk/Dairy ________	Milk/Dairy ________
Meat ________	Meat ________	Meat ________
Fruit/Veg. ________	Fruit/Veg. ________	Fruit/Veg. ________
Cereal/Grain ______	Cereal/Grain ______	Cereal/Grain ______
Other Foods ______	Other Foods ______	Other Foods ______

UNIT B
NUTRIENT NOTES

BASIC CONCEPTS: Food contains nutrients that the body needs for energy, growth, and good health.

OBJECTIVES	**ACTIVITIES**	**RESOURCES**	**SUBJECT AREA FOR INTEGRATION**
Students will be able to understand that foods are composed of nutrients by . . .			
. . . defining the term nutrient.	Begin a discussion to define the term nutrient - vital substances found in food which are needed to nourish the body, supply energy, build and repair body tissues, and keep the body strong and healthy.	Booklet-'Mr. Peanut's Guide to Nutrition," Standard Brand Educational Service, P.O. Box 2695, Grand Central Station, New York, NY 10017.	Science-food compostion.
. . . identifying the main groups of nutrients found in food.	Using name signs from Comparison Cards packet, introduce the key nutrients; protein, carbohydrate fat, vitamins, minerals, water. Explain that each nutrient performs different jobs or functions in the body and work together to perform these jobs.	Nutrient name signs from Comparison Card's packet, Dairy Council or teacher-made nutrient name signs. Activity Sheet #43, Nutrient Fact Sheet.	Science/Health-key nutrients; their sources and functions.
	View the available filmstrips or films to introduce or review the key nutrients, their sources, and body functions. Follow with class discussion or study guide.	Filmstrip and record-"Nutrition for You," Educational Activities, Inc., P.O. Box 392, Freeport, NY 11520. Filmstrip-"You Are What You Eat," from You are What You Eat Series, ACI Productions, Inc., 35 West 45th Street, New York, NY 10036. Films-"The Great Food Show;" "A Journey Through Nutrition Land;"	

BASIC CONCEPTS: Food contains nutrients that the body needs for energy, growth, and good health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
		'Doing Great Things;" all from Modern Talking Pictures, 2323 New Hyde Park Road, New Hyde Park, NY 11040.	
	Have the students read about the key nutrients, their sources and body functions. Follow with a class discussion or study guide.	Booklet-"A-B-C's of Good Nutrition," International Apple Institute, 2430 Pennsylvania Avenue, N.W., Washington, DC 20037. Booklet-'Food is More Than Something to Eat," Grocery Manufacturers of America, Inc., 1425 K Street, Suite 900, Washington, DC 20005. "Look Inside Yourself" from Mulligan Stew, Extension Service, U.S. Department of Agriculture, 323 Agricultural Administration Building, The Pennsylvania State University, University Park, PA 16802. Booklets-"How Your Body Uses Food" and "Great Vitamin Mystery," Dairy Council. Booklet-"How Food Affects You, USDA Federal Extension Service, U.S. Government Printing Office, Washington, DC 20402.	Language Arts-reading and comprehension skills.
	Complete paper and pencil games to introduce or review nutrient	Games-#4-The Key Nutrient Match, #5-Know Your Nutrients, #7-Name a	

BASIC CONCEPTS: Food contains nutrients that the body needs for energy, growth, and good health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	names, their functions, and their sources.	Nutrient and #11-Vitamin Road to Good Nutrition, from ICE Breakers, FNS-120, Food and Nutrition Services, United States Department of Agriculture, Federal Building-Room 1504, 1000 Liberty Avenue, Pittsburgh, PA 15222.	
	Create a poster illustrating any one nutrient and its contribution to health.	Art supplies.	Art-basic skills. Health/Nutrition-relationship of nutrients and good health.
. . . conducting food-nutrient experiments.	Conduct food-nutrient experiments for carbohydrate (sugar and starch) protein, and fats. This activity can be a teacher demonstration or small groups of students can conduct one or all the experiments. Be sure to record test results. Follow with a class discussion to review results of experiments for all the students and compare the nutrient content of the foods tested.	Activity Sheet #44, What's in Food. Science textbooks, laboratory manuals, and laboratory equipment. Lab-Aids Food Analysis Kit, NASCO, Fort Atkinson, WI 53538. Fact Sheet-Investigating Foods-"How Your Body Uses Food," and "The Great Vitamin Mystery," Dairy Council. Science Experiments You Can Eat, Vicki Cobb, J.B. Lippincott Company, East Washington Square, Philiadelphia, PA 19105. Cup and Saucer Chemistry, Grossett and Dunlap, 51 Madison Avenue, New York, NY 10010.	Science-observation techniques and experiment procedures.

BASIC CONCEPTS: Each nutrient performs a different and essential function in the body.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will be able to recognize the importance of the body's need for nutrients by . . .			
. . . identifying ways in which major nutrients are used by the body.	Pose the question; Why do we need nutrients? Lead a discussion to conclude that in general, nutrients are needed to supply energy, build and repair body tissues and keep the body strong and healthy.		Science/Health-nutrients in relation to body function and health.
	Introduce or review the specific functions of the key nutrients emphasizing that many of these functions are inter-related and that it is the teamwork of the nutrients that help keep the body in good health.	Activity Sheet #43, Nutrient Fact Sheet. Booklet-"How Your Body Uses Food, Nutrients for Health," Chart from Guide to Good Eating, Dairy Council.	
		Science/Health books.	
	View the available films which explain how the body uses nutrients from food.	Film-"How A Hamburger Turns Into You," Dairy Council	Science/Health-digestions and how the body uses nutrients.
	Display "Go-Grow-Glow" signs. Then pass out key nutrient name signs to individual students or small groups of students. Instruct students to place their sign next to the job that food	Name signs, food models, Dairy Council.	

BASIC CONCEPTS: Each nutrient performs a different and essential function in the body.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	or nutrient does in the body. Follow with a class discussion to verify and review the major ways nutrients are used in the body.		
	Have the students conduct a mock court with nutrients on trial because of being accused of not being useful in the body. The nutrients as defendents must defeat their essential functions in they body. The nutrients can be tried individually or in groups. Plan according to a typical court case with witnesses, jury, judge, prosecution, and defendents (nutrients).	"The Great Vitamin Mystery," Dairy Council. Science/Health textbooks. Nutrition related booklets. Activity Sheet #43, Nutrient Fact Sheet.	Language Arts and Social Studies.
	Once the students are familiar with the key nutrients, their body functions, and sources, play the Nutrient Match-Up Game. To avoid confusion, make a key for each puzzle before cutting them apart. Give each student a puzzle piece with either the nutrient name, body function, or source. The students must then match-up with the other two members of their puzzle. When all are matched, each group tells the class the nutrient name, functions, and sources and make corrections if necessary. This is a good review activity.	Activity Packet #4, Nutrient Match-Up, Nutrient Puzzles 1-8.	

BASIC CONCEPTS: Foods are classified into the Basic Four food groups according to their nutrient content.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will recognize the relationship between nutrient content and the Basic Four food groups by . . .			
. . . identifying the main nutrients common to each food group.	Display two to five comparison cards for each of the Basic Four food groups. Lead a discussion for the students to discover that the foods with similar nutrient content are from the same food group.	Comparison Cards and "Guide to Good Eating," Dairy Council. "The Great Vitamin Mystery," Dairy Council.	Science/Health.
	Compile a chart or arrange a bulletin board identifying the nutrient content for each of the Basic Four food groups.	Reference-"Guide to Good Eating," Dairy Council.	
. . . classifying foods in the appropriate food group according to nutrient content.	Give each student or small groups of students a comparison card with the food name covered. Ask them to analyze the nutrient content and then place the card in one of the Basic Four food group piles. Follow with a discussion to check if foods were placed in the appropriate food group. Verify by revealing food name.	Comparison Cards and "Guide to Good Eating," Dairy Council.	Science/Health-classification of foods.

BASIC CONCEPTS: Foods are classified into the Basic Four food groups according to their nutrient content.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Utilize empty food cartons or food models for the students to gain practice in classifying foods in the appropriate Basic Four food groups.	Food models, Dairy Council.	
	Name a list of foods aloud with the students responding with the nutrients most likely contained in them; drawing on students' knowledge about the Basic Four food groups.	Food models or Comparison Cards, Dairy Council.	
. . . identifying and tasting foods from the Basic Four that supply nutrients lacking in the diet.	Arrange for the students to taste one or two unfamiliar foods from each of the four food groups stressing the new food's nutritional value.	Cooperation of home economics teacher or school foodservice personnel.	
	If it known which nutrient is particularly lacking in many of the student's diet, plan a snack or tasting session to introduce a food high in this particular nutrient and encourage the students to eat it more often.	What's Cooking, supplement to SNACK Pack. Creative Food Experiences for Children, Center for Science in the Public Interest, 1779 Church Street, Washington, DC 20036.	

BASIC CONCEPTS: Many kinds and combinations of foods are needed for a well-balanced diet.
No single food has all the nutrients needed for growth and health.
The Basic Four food groups provide the foundation for a nutritious balanced diet.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will demonstrate their understanding of a well-balanced diet by . . .			
. . . identifying and utlizing the Basic Four food groups as a guide to follow in planning meals.	Discuss concept of balanced diet reinforcing nutrient and basic four information. Let students make a collage or mosaic in the shape of a human body composed of pictures of good foods with the theme of--a healthy body requires a balanced diet.	Magazine pictures and art supplies.	Art-collage. Science/Health-concept of balanced diet in relation to good health.
	Have the students take a look at the reverse side of the food models or display the comparison cards. Ask them to find a food that has all the nutrients. As this is not true, lead a discussion to conclude that no single food contains sufficient amounts of all the nutrients needed for growth and health. Then lead the students to discover the need for a variety of foods each day from the Basic Four food groups.	Food models or Comparison Cards, Dairy Council.	
	Using comparison cards, let each student identify the nutrient present in high levels for his favorite food. Direct the students to then plan a balanced meal around this food by adding other dishes which are high in	Comparison Cards, "Guide to Good Eating," Dairy Council.	Math-reading and devising nutritive value chart.

BASIC CONCEPTS: Many kinds and combinations of foods are needed for a well-balanced diet.
No single food has all the nutrients needed for growth and health.
The Basic Four food groups provide the foundation for a nutritious balanced diet.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	the nutrients lacking in the favorite dish. Compare meal planned to Basic Four food groups; all foods should be included and it is most likely that three of the four food groups are represented. Students can then make a nutritive value chart of their balanced meal following the comparison card format. Display and compare meals planned.		
	Refer to the Guide to Good Eating poster and handout which illustrate the Basic Four food groups and review the number of servings needed each day. The Basic Four food group is a recommended guide to follow in planning meals which provide a foundation for a nutritious-balanced diet.	Poster and handout-Guide to Good Eating, Dairy Council.	Science/Health-balanced diet.
	View any available filmstrips or films to introduce or review the role of the Basic Four food groups and the variety of foods necessary for a balanced diet.	Film-"Four Food Groups," Avis Films, 2408 West Olive Avenue, Burbank, CA 91506. Film-"The Food Platform, Eating on the Run," Dairy Council.	
	Plan a reading day for the students to review the available literature relating to the Basic	Getting It All Together, Mulligan Stew, Extension Service, U.S. Department of Agriculture, 323	

BASIC CONCEPTS: Many kinds and combinations of food are needed for a well-balanced diet.
No single food has all the nutrients needed for growth and health.
The Basic Four food groups provide the foundation for a nutritious balanced diet.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Four food groups variety of food necessary for a balanced diet.	Agriculture Administration Building, The Pennsylvania State University, University Park, PA 16802 "Mr. Peanut's Guide to Nutrition," Standard Brands Educational Service, P. O. Box 2965, Grand Central Station, New York, NY 10017. "The Great Vitamin Mystery," and "How Your Body Uses Food," Dairy Council. "A-B-C's of Good Nutrition," International Apple Institute, 2430 Pennsylvania Avenue, N.W., Washington, DC 20037. Science and Health textbooks.	
	Have the students practice daily menu planning using the Basic Four food groups as a guide.	"Guide to Good Eating," Dairy Council. Display of food models, Dairy Council.	Home Economics-meal planning.
	Have the students plan meals around their favorite foods provided they belong in the Basic Four food groups.		

BASIC CONCEPTS: Many kinds and combinations of food are needed for a well-balanced diet.
No single food has all the nutrients needed for growth and health.
The Basic Four food groups provide the foundation for a nutritious balanced diet.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Display food models on a table. Have each student or pairs of students go through a mock cafeterial line and select foods for a well-balanced breakfast, lunch, or dinner. Cashier (teacher) at end of line checks menu planned.	Food models, Dairy Council.	
. . . comparing individual daily eating patterns to the Basic Four food groups.	Have the students keep a record of the foods eaten for one or two days. Then compare to the Basic Four food guidelines and identify what, if any, food groups and consequently nutrients they are lacking. Talk about different ways that the students can add these nutrients lacking in their diets.		

UNIT B-TEST

NAME ______________

DATE ______________

DIRECTIONS: Mark + for True and 0 for False.

______ 1. Nutrients are chemical substances found in food which the body needs for energy, growth and health.

______ 2. Eating a variety of food from the Basic Four Food Groups supplies nutrients the body needs.

______ 3. Milk is one food which supplies all the nutrients for growth and health.

______ 4. Protein is a nutrient which helps build strong bones, teeth and muscles.

______ 5. The best food group to furnish protein is the meat group.

______ 6. The best food group to supply carbohydrates is the fruit and vegetable group.

______ 7. Carbohydrates and fats are the nutrients which supply the body with energy.

______ 8. Vitamins and minerals are nutrients which are needed only once a week by the body.

______ 9. Calcium and iron are vitamins.

______ 10. Citrus fruits are the best supply of Vitamin C.

______ 11. A pork chop, tossed salad, roll with butter and glass of milk is a balanced meal.

______ 12. Water is a nutrient needed to control body temperature and to carry waste materials out of the body.

______ 13. A cheeseburger with lettuce and tomatoes and a glass of pop is a balanced meal.

______ 14. The vitamin needed for healthy skin and good eyesight is Vitamin A.

______ 15. The nutrients needed for a balanced diet are protein, carbohydrates and vitamins.

ACTIVITY SHEET #43

NUTRIENT FACT SHEET

NUTRIENT	IMPORTANT FUNCTIONS	IMPORTANT SOURCES
PROTEIN	Builds and repairs all tissue Helps build blood and form antibodies to fight infection Supplies energy	Meat, Fish, Poultry Eggs, Cheese, Milk Dried Beans and Peas Peanut Butter and Nuts
CARBOHYDRATE (Sugars and Starches)	Supplies energy Carries other nutrients present in foods	Breads, Cereals, Pasta Potatoes, Dried Beans and Peas, Sugar and Honey
FAT	Supplies large amounts of energy in a small amount of food Helps keep infant's skin healthy by supplying essential fatty acids Carries fat-soluble vitamins A, D, E, and K	Butter and Margarine Oil and Salad Dressings Cooking Fats, Fats in Meat
VITAMINS Vitamin A	Helps keep skin clear and smooth Helps keep mucous membranes firm and resistant to infection Helps prevent night blindness	Liver and Egg Yolk Dark Green and Yellow Vegetables (Carrots, Sweet Potatoes), Butter Margarine, Milk, Canteloupe and Peaches
Ascorbic Acid or Vitamin C	Helps make cementing materials that hold body cells together Helps make walls of blood vessels firm Helps in healing wounds and broken bones	Citrus Fruits Strawberries and Canteloupe Tomatoes, Green Peppers Broccoli, Cabbage Potatoes

NUTRIENT	IMPORTANT FUNCTIONS	IMPORTANT SOURCES
Thiamin or Vitamin B_1	Helps promote normal appetite and digestion Helps keep nervous system healthy and prevent irritability Helps body release energy from food	Lean Pork and Liver Enriched Breads and Cereals, Dried Beans and Peas, Nuts
Riboflavin or Vitamin B_2	Helps cells use oxygen Helps keep eyes, skin and mouth healthy	Meat, especially Liver Milk, Yogurt, Cottage Cheese and Other Kinds of Cheese
Niacin	Helps keep nervous system healthy Helps keep skin, mouth, tongue digestive tract in healthy condition Helps cells use other nutrients	Liver, Fish Meat and Poultry Peanuts, Milk Enriched Breads and Cereals
MINERALS Calcium	Helps build bones and teeth Helps blood clot Helps muscles and nerves to work Helps regulate the use of other minerals in the body	Milk, Yogurt, Cheese Sardines, Salmon Green Leafy Vegetables (Collard, Kale and Turnip Greens)
Iron	Combines with protein to make hemoglobin, the red substance in the blood that carries oxygen to the cells	Meats, especially Liver Prunes, Raisins, Dried Apricots, Enriched or Whole Grain Breads and Cereals, Green Leafy Vegetables
WATER	Necessary for all digestive processes Carries waste materials out of body Regulates body temperature Carries nutrients to cells	Water Fruit Juices, Milk, Soup Fruits and Vegetables

ACTIVITY SHEET #44 WHAT'S IN FOOD

Suggested foods for tests:

- Cookie
- Potato
- Orange
- Cheese
- Nut
- Milk
- Ground Meat or Hot Dog
- Bread
- Celery

To Find STARCH:

1. Prepare fresh iodine solution by adding ½ teaspoon of iodine to ½ cup of water; stir.

2. Add drops of iodine solution to foods to test for the presence of starch. A purple color is a positive indication that starch is present. Record results.

To Find SUGAR:

1. Put a small piece of different foods into seperate test tubes.

2. Add 1 ounce of Benedict's solution with dropper.

3. Heat over sterno burner carefully holding open end away from you while testing.

4. If the blue color changes to red-orange, sugar is present in food. Record results.

To Find PROTEIN:

1. Put each food on a seperate piece of aluminum foil and place on a burner or on a tripod over sterno to burn piece of food.

2. The odor of burning protein is strong. This odor is a positive indication that protein is present. Record results.

To Find FATS:

1. Label sheet of brown or white wrapping paper divided in sections with names of foods to be tested.

2. Rub food on labeled section of paper.

3. Let dry, then hold up to light. A grease spot indicated the presence of fat. Record results.

ACTIVITY PACKET #4 NUTRIENT MATCH-UPS

DIRECTIONS:

The chart below is a summary of the information presented in the eight puzzles. The puzzles may be reproduced from the following pages or they may be redrawn to a larger scale on card stock or poster paper. An effective method of using this puzzle would be to distribute the pieces at random to the class and allow the children a limited time to find the other students who fit into their "puzzle." With a follow-up discussion, the children are more likely to remember the facts as they will be able to supply those facts themselves from the puzzles. To reinforce the idea of nutrients, their functions, and their sources, ask a few students to "mix up" the puzzle pieces. Make the analogy that as these pieces do not fit, so a healthy diet will not result if all the necessary pieces or parts of a balanced diet are not present.

NUTRIENT	FUNCTION	SOURCES
Protein	Builds and repairs body tissue	Nuts, meat, fish, peanut butter, eggs, dried beans and peas
Carbohydrates	Supplies energy	Breads and cereals, potatoes, lima beans, corn, sugar
Fats	Supplies energy	Butter, meats, salad oils and dressings, and cooking fats
Vitamin A	Helps prevent night blindness Healthy mucous membranes and skin	Yolk of egg, liver, and dark green and deep yellow vegetables
Vitamin C	Helps prevent infection Helps heal wounds	Citrus fruits, red-fleshed fruits, green peppers, and broccoli
Vitamin D	Helps body use calcium	Vitamin D milk, fish liver oils, and sunshine on skin
Calcium	Strong bones and teeth	Dairy products
Iron	Helps blood carry oxygen	Liver and other meats, green leafy vegetables, prunes, and raisins

ACTIVITY PACKET #4

NUTRIENT MATCH-UP #1

NUTS

MEAT

FISH

PEANUT BUTTER

EGGS

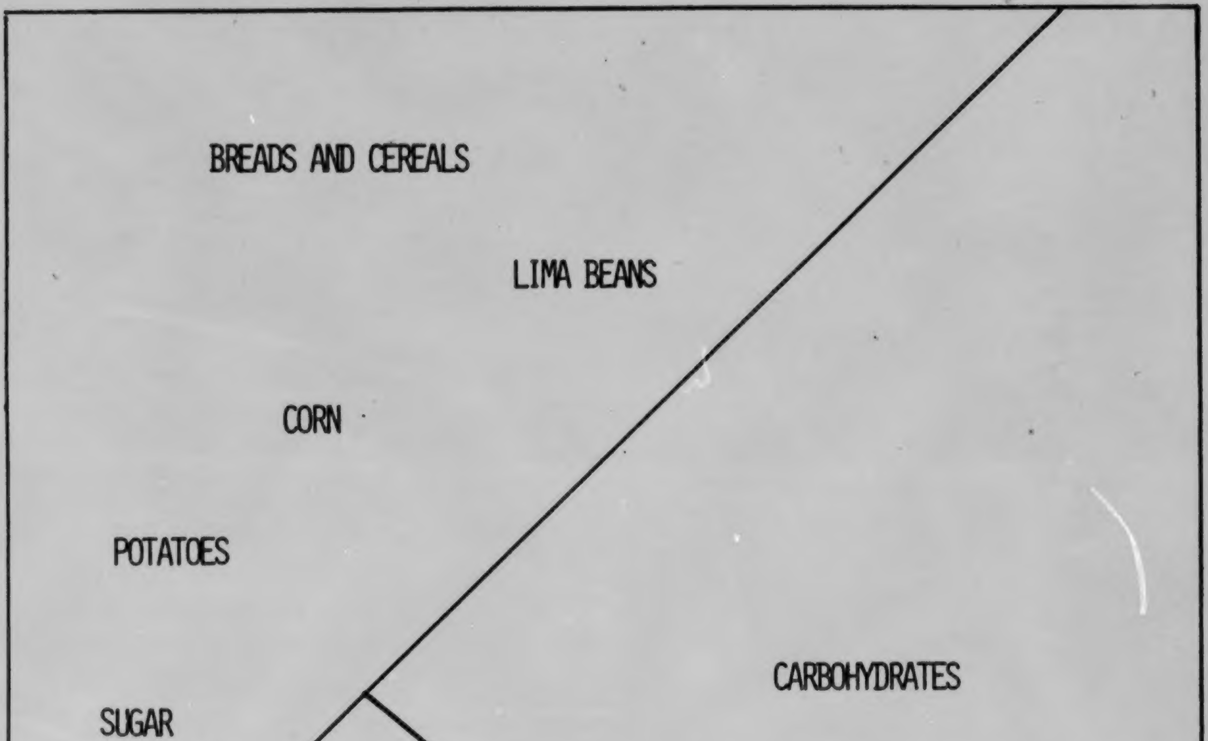
PROTEIN

DRIED BEANS AND PEAS

BUILDS AND REPAIRS BODY TISSUES

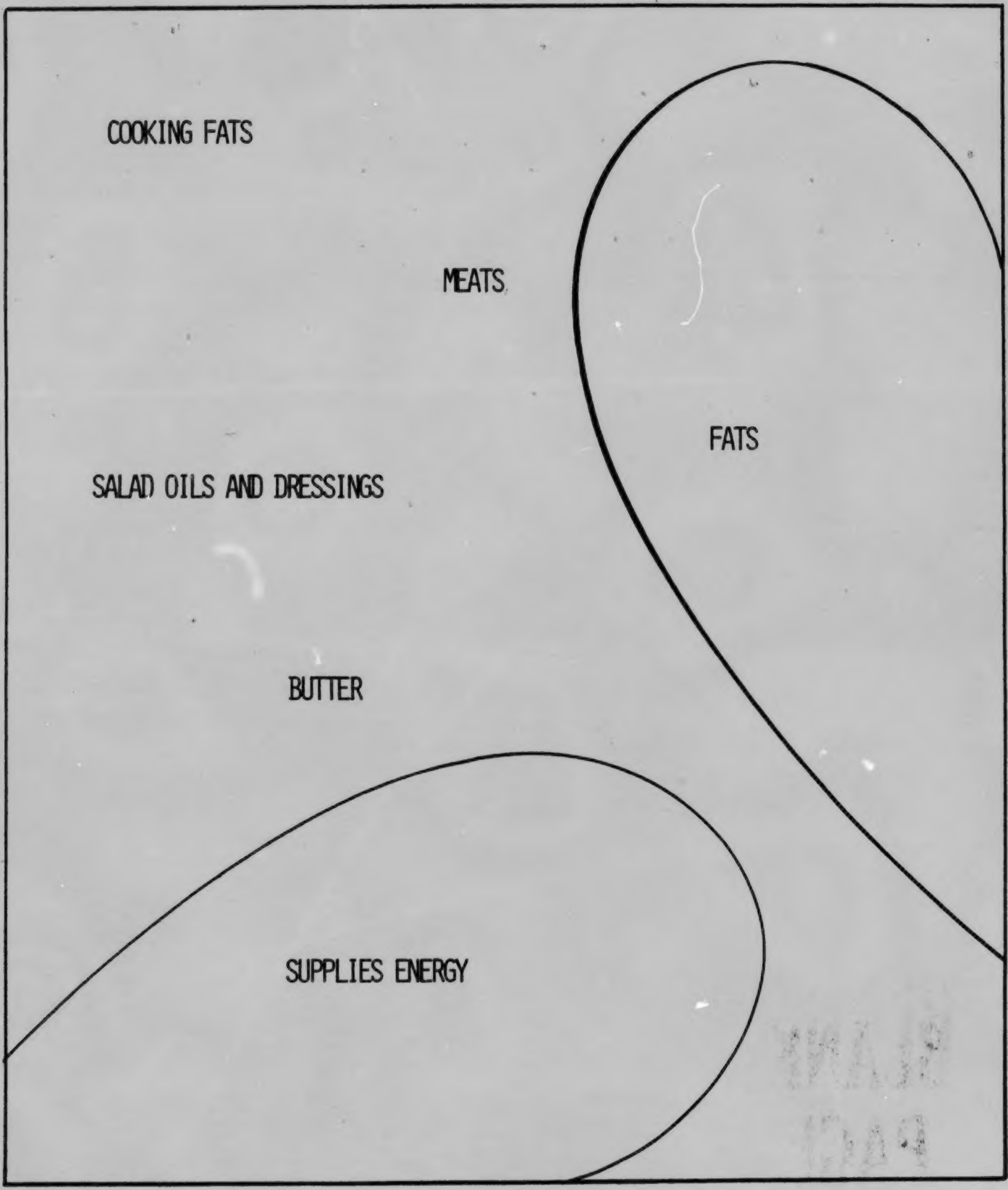
ACTIVITY PACKET #4

NUTRIENT MATCH-UP #2


BREADS AND CEREALS
LIMA BEANS
CORN
POTATOES
SUGAR
CARBOHYDRATES
SUPPLIES ENERGY

ACTIVITY PACKET #4

NUTRIENT MATCH-UP #3


COOKING FATS
MEATS
FATS
SALAD OILS AND DRESSINGS
BUTTER
SUPPLIES ENERGY

ACTIVITY PACKET #4

NUTRIENT MATCH-UP #4

YOLK OF EGG

VITAMIN A

LIVER

HELPS PREVENT NIGHT BLINDNESS

DARK GREEN AND DEEP YELLOW VEGETABLES

FOR HEALTHY MUCOUS MEMBRANES AND SKIN

VITAMIN C

CITRUS FRUITS

HELPS PREVENT INFECTION

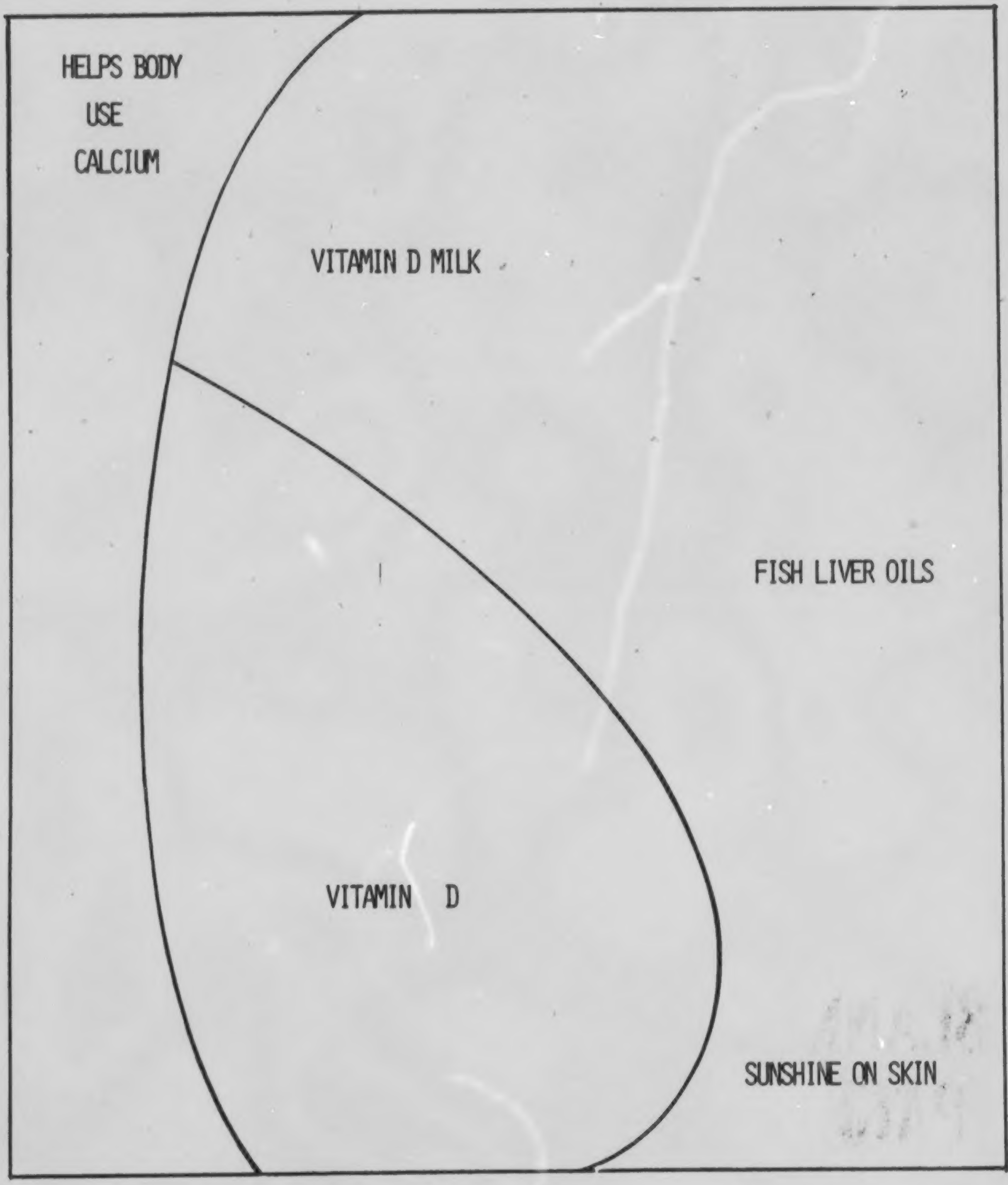
GREEN PEPPERS AND
BROCCOLI

RED-FLESHED FRUITS

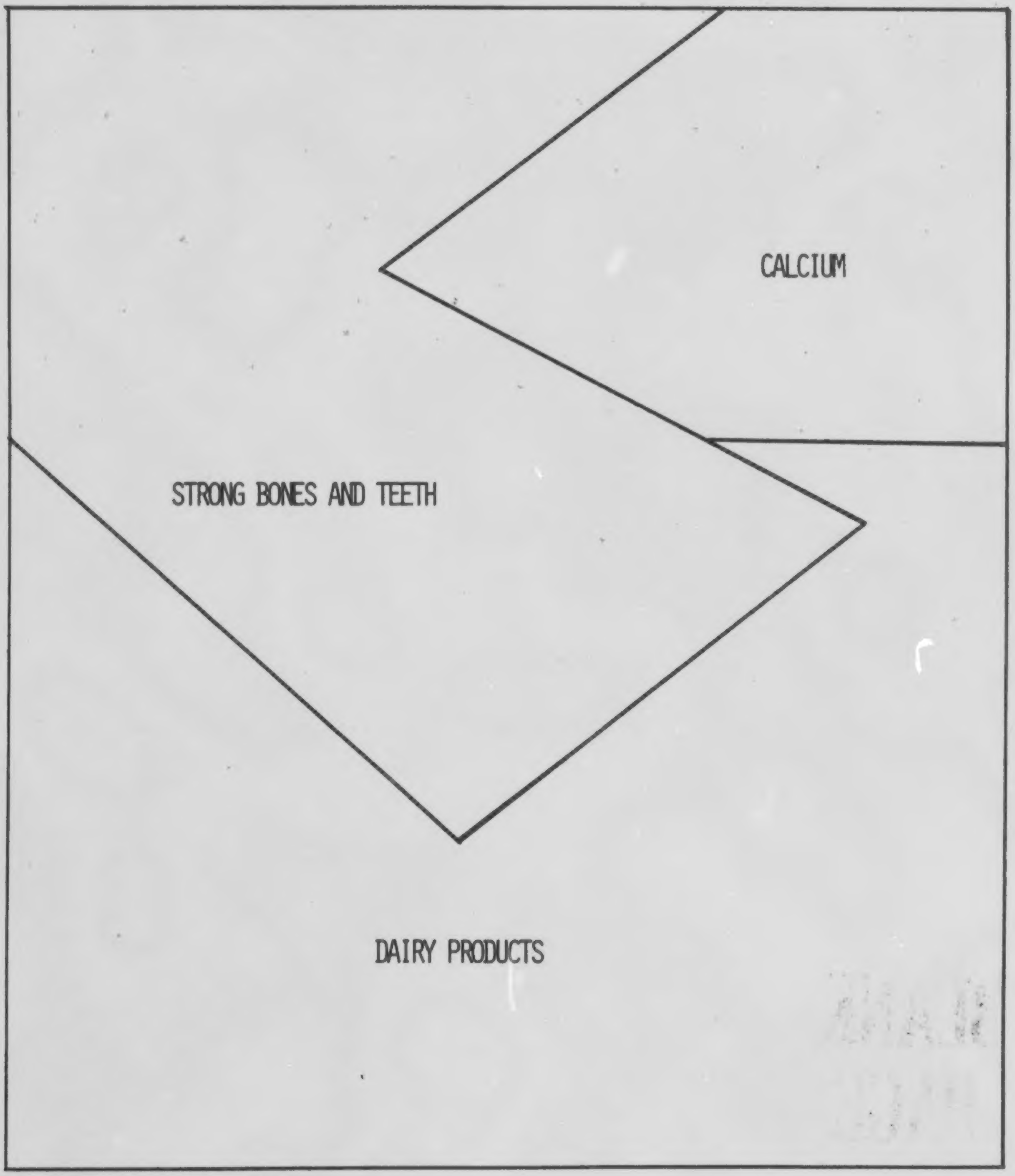
HELPS HEAL WOUNDS

ACTIVITY PACKET #4

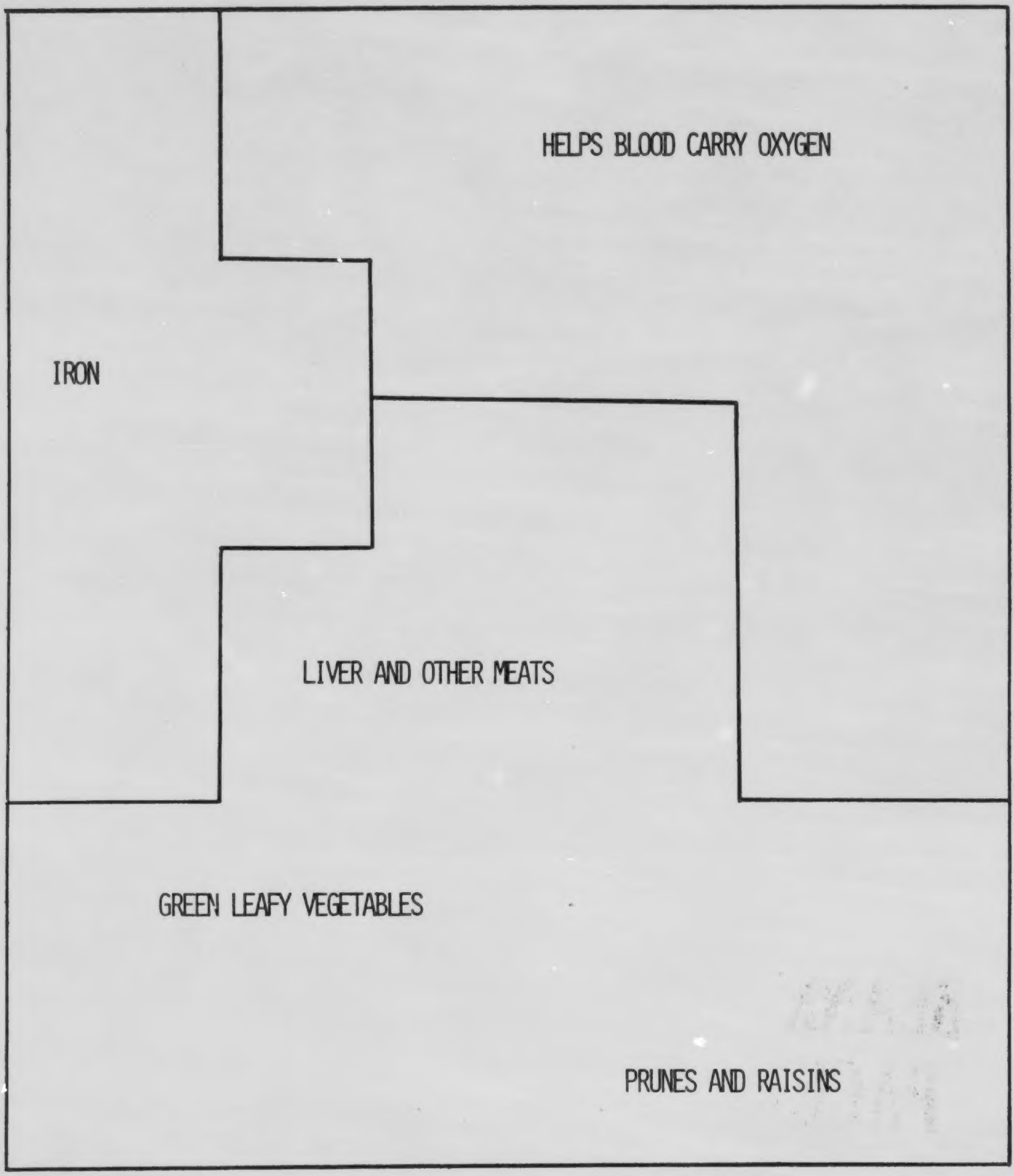
NUTRIENT MATCH-UP #6


HELPS BODY
USE
CALCIUM
VITAMIN D MILK
FISH LIVER OILS
VITAMIN D
SUNSHINE ON SKIN

ACTIVITY PACKET #4 NUTRIENT MATCH-UP #7


CALCIUM
STRONG BONES AND TEETH
DAIRY PRODUCTS

ACTIVITY PACKET #4 NUTRIENT MATCH-UP #8


HELPS BLOOD CARRY OXYGEN
IRON
LIVER AND OTHER MEATS
GREEN LEAFY VEGETABLES
PRUNES AND RAISINS

UNIT C
MORNING WARNING: BREAKFAST COUNTS!

BASIC CONCEPTS: A good breakfast lays the foundation for good daily nutrition.
Breakfast is an important first source of nutrients needed each day.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will recognize the body's need for a good breakfast each day by . . .			
. . . naming two reasons why breakfast is an important meal.	Have the students react to the statement, "The right way to start the day is with breakfast."		Health-importance of breakfast.
	View and discuss the filmstrip "Project A.M./Today's Foods and Breakfast." Then have the students complete the corresponding activity sheets.	Filmstrip and Record-"Project A.M./ Today's Foods and Breakfast." and Activity Masters #1 and #2, Cereal Institute, Inc., 135 South La Salle Street, Chicago, IL 60603.	
	View and discuss the film "Better Breakfasts, U.S.A." which outlines the importance of an adequate breakfast.	Film-"Better Breakfasts, U.S.A.," Cereal Institute, Inc.	
	Students will read about breakfast and why it is an important meal from a variety of student materials. Follow by initiating a class discussion to compile a list of reasons about why breakfast is such an important meal.	Mr. Peanut's Guide to Nutrition, Standard Brands Educational Service, P.O. Box 2695, Grand Central Station, New York, NY 10017. Breakfast-Your Way To A Better Day, Kellogg Company, Department of Home Economic Services, Battle Creek, MI 49016.	Language Arts-reading skills.

BASIC CONCEPTS: A good breakfast lays the foundation for good daily nutrition.
Breakfast is an important first source of nutrients needed each day.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
		Give Them a Break-Give Them a Good Breakfast, Pennsylvania Department of Health, P.O. Box 90, Harrisburg, PA 17120.	
	Have the breakfast eaters debate the non-breakfast eaters to identify all the reasons for eating and skipping breakfast. After convincing the class of the importance of breakfast, have the students brainstorm ways for the non-breakfast eaters to begin eating breakfast.		Language Arts-communication skills.
	Have the students make posters promoting eating breakfast and post in the school, especially where young children will see them.	Art supplies.	Art-creativity.
	Students may wish to write and prepare a puppet show or skit for the younger students to encourage eating good breakfasts.	Cooperation of primary grade teachers	Language Arts-writing skills.
. . . identifying and evaluating individual morning activities and breakfast habits.	Take an in-class survey to find out how many students eat or skip breakfast. Ask the students to compare how they feel before lunch. Is there a difference when they do or do not eat lunch?	Teacher Reference-Project A.M./Today's Foods and Breakfast, Cereal Institute, Inc. Teacher Reference-Energize at Sunrise, Kellogg Company, P.O. Box 9744, St. Paul, MN 55197.	

BASIC CONCEPTS: A good breakfast lays the foundation for good daily nutrition.
Breakfast is an important first source of nutrients needed each day.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Ask several students who prepare their own breakfast to write down how much time it took to prepare. Use this activity's results to initiate a class discussion about skipping breakfast; that there is enough time in the morning to eat many different breakfast foods that take little or no preparation time.	Teacher's Guide-What Did You Have For Breakfast This Morning?, Dairy Council.	
	Ask the students (both breakfast eaters and non-eaters) to write down the last time he or she ate the evening before and the first time he or she ate the following morning. Calculate with the class the time elapsed between the two meals. Have the students think of all the different activities they were involved in during that time; how did they feel during that time-tired, peppy, weak, strong. Explain that every activity takes energy even sleeping since the body is functioning and we need to replenish body's energy at the start of each day with breakfast.	Activity Master #7-"Energize at Sunrise," Kellogg Company.	Health-relationship of body's need for energy and nutrition. Math-time calculation. Science-energy needs.
	Ask students to record all their morning activities that take energy on "Your Active Mornings" activity sheet. Then have the	Activity Master #10, Energize at Sunrise, Kellogg Company.	

BASIC CONCEPTS: A good breakfast lays the foundation for good daily nutrition. Breakfast is an important first source of nutrients needed each day.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	students tabulate their morning activities and rate themselves. Emphasize that morning activities take a lot of energy and without breakfast it is difficult to do these activities well.		
	Play the Breakfast, U.S.A. game which involves the students by checking their daily breakfast record. Follow game activity by having the students complete a list of ways to improve breakfast eating habits either individually or as a group.	Game-Breakfast, U.S.A., Kellogg Company.	

BASIC CONCEPTS: Breakfast is an important first source of the nutrients needed each day.
A variety of foods from the Basic Four food groups can be eaten for breakfast.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become familiar with the variety of food that can be eaten for break-breakfast by . . .			
. . . identifying the basic breakfast plan.	Review with the students what makes a good breakfast-any combination of foods that supply one third to one fourth of the nutrients needed daily by the body or foods from at least three of the Basic Four food groups. A fruit or vegetable, cereal and/or bread, egg or meat, if desired, and milk.	Poster Set-Eat a Better Breakfast, Home Economics Services, Kellogg Company, Battle Creek, MI 49016. Poster-What Makes a Good Breakfast for You, from Meals and Snacks For You, Dairy Council.	Health-Basic Four, variety of foods for good health and relationship to breakfast meal.
. . . identifying ten foods from the Basic Four that can be eaten for breakfast.	Have the students brainstorm to compile a list of all the different foods one can eat for breakfast. Use the Basic Four food groups as a guide.	Poster or Student Leaflet-Guide to Good Eating, Dairy Council.	Health-food choices for breakfast.
	Have the students complete "Name Your Favorite" acitivity sheet to identify their favorite breakfast foods and where they belong in the Basic Four food groups.	Activity Master #9, "Name Your Favorite" from Energize at Sunrise, Kellogg Company.	
	Explain to students that foods from the Basic Four supply the nutrients needed each day. By eating foods at breakfast from the Basic Four, you are, therefore, getting the needed nu-	Activity Master #8, "Six Kinds of Nutrients" from Energize at Sunrise, Kellogg Company.	

BASIC CONCEPTS: Breakfast is an important first source of the nutrients needed each day.
A variety of foods from the Basic Four food groups can be eaten for breakfast.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	trients. Have the students complete the activity sheet, "Six Kinds of Nutrients" to discover the foods commonly eaten for breakfast that belong in the Basic Four food groups and supply a variety of nutrients needed each day by the body. A review of the key nutrients may be necessary.		
	Utilize the comparison cards to illustrate the high or low nutrient value of good and bad breakfast foods.	Comparison Cards, Dairy Council.	Math-reading charts.
	Bulletin Board Idea: "Brighten Your Day with Breakfast." Arrange food models into breakfast meals around a large rising sun made from construction paper.	Construction paper, Food Models, Dairy Council.	Art.
	Play Energy 365, breakfast game, as a review of the breakfast unit. Students must be familiar with the "Breakfast Rule" nutrient names and sources, and the Basic Four food groups.	Breakfast game- "Energy 365," from Kellogg Company.	Health and Science-nutrition.
	View the filmstrip, "An Inside Story-Making Cereals" which illustrates how cereal products are manufactured. Follow with a class discussion and complete the corresponding activity sheets.	"An Inside Story - Making Cereals," filmstrip and record , Activity Master #4, Project A. M., Cereal Institute, Inc.	Career Awareness-food processing.

BASIC CONCEPTS: Breakfast is an important first source of the nutrients needed each day.
A variety of foods from the Basic Four food groups can be eaten for breakfast.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . identifying foods eaten for breakfast in other countries.	Students may be interested in investigating the different foods eaten for breakfast in other countries.	Teacher's guide and poster-What Did You Have For Breakfast This Morning?, Dairy Council. Encyclopedias and reference books about other countries from the school library. Eating and Cooking Around the World, by Erick Berry, The John Day Company, New York. Social Studies books.	Language Arts-research activity. Social Studies-foods in other countries.
. . . choosing foods from the Basic Four food groups to plan a nutritious breakfast.	Have the students individually or in small groups, plan typical or non-typical breakfast menus using the basic breakfast plan as a guide. Discuss in the class the menus planned, suggest that the students try some of the menus at home.	Student leaflet or poster-Guide to Good Eating, Dairy Council. Children's cookbooks. Betty Crocker Recipe File, Section U, Family Breakfast Brighteners, Golden Press, 175 Community Drive, Great Neck, NY 10025.	
	From a display of food models, have small groups of students plan a breakfast, arrange on a paper plate and orally report to the class why it is a good breakfast.	Food Models, Dairy Council.	

BASIC CONCEPTS: Breakfast is an important first source of the nutrients needed each day.
A variety of foods from the Basic Four food groups can be eaten for breakfast.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	FOLLOW-UP ACTIVITIES:		
	Several weeks after completing the breakfast unit, resurvey the class to find out if the number of breakfast eaters has increased.		
	Have the students complete a breakfast record for several weeks keeping track of the different foods eaten for breakfast.	Bonus Activity Master-"Score More with Breakfast" from Energize at Sunrise. Pamphlet-'Make Your First Score For Breakfast," Kellogg Company.	

BASIC CONCEPTS: Eating a good breakfast need not be expensive.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become familiar with the cost of breakfast foods by . . .			
. . . calculating the cost of different br breakfast foods and or menus.	Have the students complete the "Shopping for Breakfast" activity sheet. Costs of food items can be found in the newspaper ads or students may be assigned to find out the cost by visiting a grocery store.	Activity Master #11, "Shopping for Breakfast" Energize at Sunrise, Kellogg Company. Newspaper food advertisements.	Math-cost calculations.
	From sample restaurant menus, calculate the cost of different breakfast meals or from a list of breakfast menus students developed, calculate the cost of these menus.	Sample restaurant menus. Newspaper food advertisements.	
	Figure out the cost per serving for cereal products or other common breakfast foods. Emphasize the high nutritional value received in relation to the low cost.	Empty food cartons and price of common breakfast foods.	Math-calulating cost per serving.
. . . comparing the cost and nutritional value of foods eaten for breakfast.	Have the students compare the cost of a variety of foods eaten for breakfast. Then take a look at the nutritional value of the breakfast foods. Which breakfast food gives you the most nutritional value? Complete a list of low cost, high nutritional value	Newspaper food advertisements. Comparison Cards, food models, Dairy Council. Nutrition labels from breakfast food items.	Math-cost comparison. Health and Science-nutritional value of foods.

BASIC CONCEPTS: Eating a good breakfast need not be expensive.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	breakfast foods and develop a one-page pamphlet for the students to take home or distribute at parent meetings. Emphasize that it is important that the foods eaten for breakfast have nutritional value or the money spent for the food items is wasted.		

BASIC CONCEPTS: Breakfast can be easy to prepare and nutritious.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will . . .			
. . . plan and prepare a simple, nutritious breakfast. . . . demonstrate good manners and health practices.	Have the students plan a breakfast session with either a common, uncommon breakfast menu. Students assist with the preparation and clean-up as well as practice good manners and health practices. Encourage parents to assist with the classroom activities.	Cooperation of parents, teachers, school lunch supervisor. Children's cookbooks. What's Cooking?, recipe ideas. Betty Crocker Recipe File, Section U, Family Breakfast Brighteners, Golden Press. "What Did You Have For Breakfast This Morning?" Dairy Council.	Health-personal hygiene. Home Economics-kitchen safety, meal planning. Social Studies-breakfasts from other countries. Social Skills-manners.
	Plan breakfast sessions at different times during the school year to taste typical foods eaten in other countries for the breakfast meal.		

UNIT C-TEST

NAME ____________________

DATE ____________________

NAME TWO REASONS WHY BREAKFAST IS AN IMPORTANT MEAL.

1. ____

2. ____

3. WHEN YOU DO NOT HAVE MUCH TIME IN THE MORNING, WHICH BREAKFAST MENU WOULD BE QUICK AND NUTRITIOUS.

   a. cupcake and milk
   b. cereal with milk and a glass of orange juice
   c. eggs, bacon, toast and a glass of juice

4. CIRCLE THE LETTER OF THE MENU WHICH IS A NUTRITIOUS AND ADEQUATE BREAKFAST.

   a. cupcake and milk
   b. peach, grilled cheese sandwich and milk
   c. pop and cheesecrackers

5. CIRCLE THE LETTER OF THE MENU WHICH IS A NUTRITIOUS AND ADEQUATE BREAKFAST.

   a. donut and milk
   b. oatmeal with milk, banana, glass of milk
   c. toast with jelly and cup of tea

NAME FIVE FOODS THAT CAN BE EATEN FOR BREAKFAST THAT ARE NUTRITIOUS:

6. ____

7. ____

8. ____

9. ____

10. ____

UNIT D
IT'S TIME FOR LUNCH

BASIC CONCEPTS: Lunch is an essential midday meal.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will show an understanding of how lunch contributes to the daily meal pattern by . . .			
. . . explaining why lunch is an important meal.	Have the students state their reasons for eating lunch. Ask if they think lunch is an important meal and why. Have the students compare how they feel when they skip or eat lunch. When do they feel better? Lead discussion to conclude that lunch is an important meal because it contributes to ones daily nutrition. Food eaten at lunch provides many nutrients which are needed each day in varying amounts to replenish energy and maintain other bodily functions.	Reference-Nutrition Source Book, Dairy Council.	Health-daily nutrition.

BASIC CONCEPTS: There is a variety of wholesome foods from the Basic Four food groups to eat for lunch.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will acquire good lunchtime eating habits by . . .			
. . . identifying and selecting a variety of food from the Basic Four for lunch at home or school.	Have the students react to the poster "What Make a Good Lunch For You" and discuss what kinds of foods are good choices for lunch.	Poster-What Makes A Good Lunch For You from Meals and Snacks For You, Dairy Council.	
	Display comparison cards of several lunch menus to illustrate the nutritional value. Lead a class discussion to conclude that there is a variety of nutritious foods to eat for lunch and that it is an essential meal each day.	Comparison Cards, Dairy Council.	Health/Science-nutritional value of foods.
	Buzz Session: Talk about all the different foods one can eat for lunch by categories: home packed, Type A School Lunch, fast food restaurant, then compile a list of wholesome foods for each category.	Sample copies of school lunch menus. Lunch Box Ideas, Allegheny County Health Department, 3333 Forbes Avenue, Pittsburgh, PA 15213.	
	Have the class compile a take-home handout with suggestions for brown bag lunches. Review some of the storage precautions for certain foods that are eaten in a brown bag lunch.	Lunch-Box Ideas, Allegheny County Health Department. Safe Hot Weather Foods, Allegheny County Health Department.	Language Skills-writing.

BASIC CONCEPTS: There is a variety of wholesome foods from the Basic Four food groups to eat for lunch.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Make posters or slogans for school lunchroom illustrating nutritious foods that can be brought from home.	Art supplies.	Art-creativity.
. . . planning sample lunch menus following Basic Four guidelines.	Arrange a display of food models or magazine pictures. Divide into the Basic Four food groups. Have the students pass through a mock cafeteria line selecting foods for their lunch. Let them then check to see if they have planned a good lunch including three of the four foods. Arrange planned lunches on a bulletin board.	Food Models, Guide to Good Eating, Dairy Council.	Health/Nutrition-meal planning.
	Play the game, "Yummy Rummy" to gain practice in planning nutritious lunches.	Card game-"Yummy Rummy," ASFSA Publications, 4101 East Iliff Avenue, Denver, CO 80222.	
	Practice planning menus for home-packed lunches following the Basic Four guidelines.		
445			446

BASIC CONCEPTS: A Type A School Lunch provides a nourishing lunch.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become familiar with the school lunch program by . . .			
. . . identifying the components of a Type A lunch.	Invite the school food service director to talk with students about the cafeteria and school lunch program. Explain how lunches are planned following a Type A requirement plan and the operation of school cafeteria.	School Food Service Director or Supervisor. Teacher Reference-Activity Sheet #45, Type A School Lunch.	
. . . planning a Type A lunch for the school cafeteria.	In cooperation with the school food service director, plan a lunch to be served in the cafeteria for a special occasion, when studying nutrition or during National School Lunch Week. It must meet the Type A requirements as well as be attractive and appealing.	School Food Service Director or Supervisor. Sample school lunch menus.	
. . . comparing the cost and nutritional value of a home packed lunch and a Type A lunch.	Compare the cost and nutritional value of a Type A school lunch to a brown bag lunch. Which is more economical? Which is more nutritious?	School Food Service Director or Supervisor. Food newspaper advertisement. Food Models and Comparison Charts, Dairy Council.	Math-cost calculation.
. . . identifying ways to improve the school lunch program.	Develop and conduct a student eating survey to find out which school lunch menus are most liked	School Food Service Director or Supervisor.	Language Arts-school lunch survey.

BASIC CONCEPTS: A Type A School Lunch provides a nourishing lunch.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	and what other foods students would like included in the school lunchroom.		
	Talk about school lunchroom behavior and how it might be improved.	Teacher Reference-Mealtime With Children in the School Cafeteria, Florida Department of Education, Tallahassee, FL 30324.	
	Organize a class committee to handle complaints or suggestions for improvement from students and teachers about the school lunch program. Work directly with the School Lunch Supervisor or Food Service Director.	Cooperation of Food Service Director or Supervisor.	Social Studies, Health, or Home Economics.

BASIC CONCEPTS: Lunchtime eating habits can be improved.

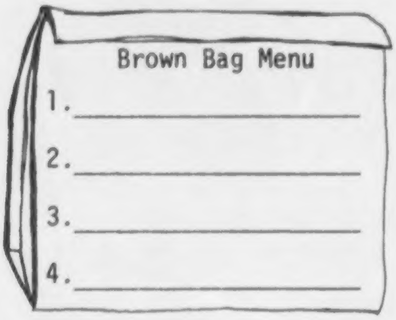
OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will be able to identify ways to improve or change lunchtime eating habits by . . .			
. . . comparing individual lunch menu patterns to the Basic Four food groups.	Take a class survey to find out how many students bring their lunch from home and what foods are eaten. Compare food lists to the Basic Four food groups. Discuss any ways to improve lunches nutritionally.	Guide to Good Eating, Dairy Council.	
. . . evaluating individual lunchtime eating habits.	Have students keep a record of the food they eat for lunch for several days. Compare the menu to the Basic Four food groups. Follow with a discussion in small groups about how to improve their lunchtime eating habits.	Comparison Cards, Dairy Council.	

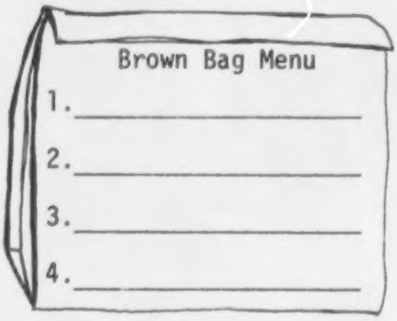
UNIT D-TEST

NAME ____________________

DATE ____________________

1. Plan two brown bag (home-packed) lunches using the Basic Four food groups as a guide. Write the menu in the space provided.





2. Which foods must be served for a Type A School Lunch?

   a. meat or fish, milk and enriched bread
   b. meat or fish, fruit or vegetable, dessert and milk
   c. meat or fish, fruit or vegetable, enriched bread and milk

3. Circle the letter of the most nutritious choice for a lunchtime meal.

   a. Peanut butter crackers and pop
   b. Chipped ham sandwich, orange, and milk
   c. Cup cake, apple, and milk

4. Dan usually just eats an apple for lunch. Is Dan's lunch nutritious? Yes _____; No _____. What other food groups should he be including in his lunchtime meal? ____

____

____

5. Write a short paragraph to convince a lunch-skipper why it is important to eat lunch.

____

____

____

____

ACTIVITY SHEET #45

TYPE A SCHOOL LUNCH
TEACHER REFERENCE

SCHOOL MEALS: GOOD NUTRITION
Allegheny County Health Department

Many schools offer a Type A Lunch. This is a meal which meets a pattern planned to provide children with about one-third of their daily nutrient needs. The Type A Lunch pattern follows the same rules recommended for choosing a balanced meal . . . that is servings from all the Basic Four food groups.

Type A Lunch Pattern	Basic Four Food Group	Average Amount Needed each Day by Child 6-12
2 ounces high protein food	Meat Group-meats, fish, cheese, peanut butter, dried beans.	2 or more servings (1½-2 oz. each.)
3/4 cup vegetables and fruits (2 or more types)	Vegetable/Fruit Group	4 or more servings

It is recommended that at least one high in Vitamin C be included every day and one high in Vitamin A (deep green and yellow vegetables and fruits) be included at least every other day.

Type A Lunch Pattern	Basic Four Food Group	Average Amount Needed each Day by Child 6-12
1 serving enriched or whole grain bread or bread product	Breads and Cereal Group	4 or more servings a serving is one slice
½ pint milk (1 cup) whole or skim	Dairy Group	6-8 years 2-3 cups a day, 8-12 years 3 or more cups a day

Recommended but not required . . . butter or fortified margarine.

1. Why is white milk encouraged as a lunchtime beverage for elementary students?

Chocolate milk is a filling food because of its high sugar content. Many young children will drink their milk first which leaves little room for lunch. To encourage good dental health, we also feel a choice of white milk is an important part of the child's lunch rather than the high sugar content beverages . . . chocolate milk, carbonated beverages, and fruit drinks.

2. Why do some menus include foods my child doesn't like?

We consider school meals to be a part of the total education of the child. A lunch program introduces nutritious foods which may be new to some of the children. Through repetition of these foods, it is hoped children will learn to accept a variety of foods.

School meals are a part of nutrition education.

BASIC CONCEPTS: Snacks can be good to eat as well as contribute to meeting daily food requirements.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	student to compare their list to the Basic Four food groups circling the snacks that are not included in the Basic Four. Encourage the students with many circled foods to begin selecting more foods from the Basic Four food groups.		
	Bulletin Board Idea: Snacks-The Choice Is Yours! Place a large question mark in the center of the area surrounded with pictures or food models of nutritious snack foods on one side and non-nutritious foods on the other side.	Food models or magazine pictures.	
. . . recognizing the danger of eating too many junk foods.	Buzz Session: Groups of students are confronted with the crisis situation-junk foods like chips, pretzels, candy, etc. will no longer be made or sold. Each group is to list 5 more foods that could be eaten as a snack. Follow with a group discussion to identify the many different foods one can eat for snacks instead of "junk foods" or report the alternate solutions developed. Impress upon the students that the common junk foods have little or no nutritive value and are usually high in sugar and calories. Eating these types of	Junk Food Film-"Exposing Those Bad Habits," Sandler Institutional Films, Inc., 1000 North Poinsetta Place, Hollywood, CA 90046.	Science/Social Studies-problem solving.

BASIC CONCEPTS: Snacks can be good to eat as well as contribute to meeting daily food requirements.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	food all the time is not good because the body does not get the nutrients needed for growth.		

UNIT E
SNACK RACKET

BASIC CONCEPTS: Snacks can be good to eat as well as contribute to meeting daily food requirements.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will be able to improve snacktime eating habits by . . .			
. . . identifying when and what kind of snacks should be eaten.	Discuss why and when snacks are eaten. Pose the question: Are snacks good for you? Lead the discussion so the students decide for themselves that certain foods are good as snacks; foods included in the Basic Four or with some nutritive value.	Poster-What Makes A Good Snack For You from Meals and Snacks For You Set, Dairy Council.	Health-food choices.
	Discuss the different times when snacks are eaten. Write each different occasion on 3 x 5 note cards. Assign small groups of students to compile a list of snacks for these different occasions. Have each group tell the class about the snack foods for their occasion. Have the class consider the following questions: What foods are eaten most often? Are most of the foods listed nutritious? If not, what foods can be added?	3 x 5 Notecards.	
	View films or filmstrips related to the selection of snack foods and what foods are best to eat for snacks.	Filmstrip/Cassette-"Snack Facts," Encore Visual Education, Inc., Burbank, CA 91502. Trigger Film-"Why Not Snack," Dairy Council.	

BASIC CONCEPTS: Snacks can be good to eat as well as contribute to meeting daily food requirements.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Have the students complete the activity sheets entitled, "The Snack Shop," and "Snack Facts."	Activity Sheets #46 and #47.	
. . . identifying snack food with nutritional value from the Basic Four groups.	Use the comparison charts to show the nutritional value of a variety of foods that can be eaten for snacks.	Comparison Charts, Dairy Council.	Science-health. Math-reading charts.
. . . selecting foods from the Basic Four food groups for snacks.	Collect labels, magazine pictures or empty cartons of different foods commonly eaten for snacks (both nutritious and non-nutritious). Assign students to read labels or use reference materials to find out the nutritive value. Students can decide which foods are best for snacks. Further investigation can include a cost comparison of the different foods.	Food labels, magazine pictures, or empty cartons.	Language Arts-interpretation and research skills. Math-cost comparisons.
	Select several nutrients that are most lacking in our diet. Look for foods suitable for snacks or invent recipes for snack foods to help include these nutrients in our diet. Examples: iron, calcium, Vitamin B complex, protein.	Nutrient/Food Source Chart from "The Great Vitamin Mystery," Dairy Council. What's Cooking? Snack Recipe Ideas, Supplement to SNACK Pack. Children's cookbooks.	
	Have the students keep a record of the foods eaten for snacks for several days. Ask each	Poster and reference sheet-A Guide to Good Eating, Dairy Council.	Health-food choices

BASIC CONCEPTS: Snacks can be simple and easy to prepare as well as nutritious.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will gain experience in preparing simple nutritious snacks from the Basic Four food groups.	Plan a snack tasting session. Students can prepare easy to fix snacks with a high nutritional value. Suggestions: Fruit Salad, Vegetable Relish Tray, Pat-A-Pizza, Nuts and Bolts (cereal mixture), etc. At this time students should also practice good health and safety rules as well as good manners. Planning will include menu, shopping list, equipment needed, cost estimate, and students assignments. This activity is an excellent opportunity to encourage parents to assist in the classroom.	What's Cooking? Snack Recipe Ideas, Supplement to SNACK Pack. Children's cookbooks. Cooperation of school lunch supervisor, home economics teacher or parents for equipment and assisting students with the snack preparation. Snacks, Cooperative Extension, New York State, Cornell University, Room 1013, 11 Park Place, New York, NY 10017.	Home Economics-food preparation. Health-personal hygiene and safety. Consumer Education.
	FOLLOW-UP ACTIVITY: Throughout the school year, plan with the students a variety of snacks to eat for different holidays or occasions rather than candy, cupcakes, and soft drinks.		
	Have the students compile with the help of parents, a collection of nutritious snack foods recipes. Organize the recipe collection into a booklet form with the students creating a front page cover and title.	What's Cooking? Snack Recipe Ideas, Supplement to SNACK Pack. Children's cookbooks.	Language Arts-creativity. Art.

BASIC CONCEPTS: Snacks can be simple and easy to prepare as well as nutritious.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	This booklet could then be distributed at a parents meeting in the school or given as a holiday gift to the parents.	Cooperation of parents, school food service personnel, home economics teachers for the recipe suggestions.	

UNIT E- TEST

NAME ______________

DATE ______________

NAME TWO FOODS FROM EACH OF THE BASIC FOUR FOOD GROUPS WHICH ARE NUTRITITOUS SNACKS.

Milk/Dairy Group	Meat Group
1. ______________	3. ______________
2. ______________	4. ______________
Fruit and Vegetable Group	**Cereal and Grain Group**
5. ______________	7. ______________
6. ______________	8. ______________

CIRCLE THE FOOD WHICH WOULD BE A GOOD CHOICE FOR A NUTRITIOUS SNACK.

9. pizza or potato chips
10. fruit or candy bar
11. ice cream cone or licorice

WHY ARE TOO MANY JUNK FOODS, SUCH AS POTATO CHIPS, POP, AND CANDY NOT GOOD FOR YOU?

12. ____

____

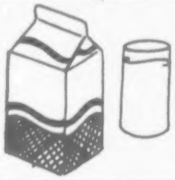
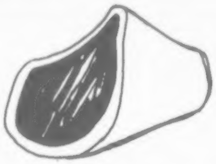
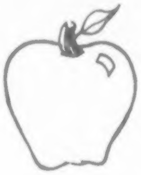
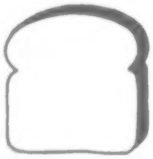
____

____

ACTIVITY SHEET #46

SNACK FACTS

NUTRITIOUS SNACKS FROM THE BASIC FOUR FOOD GROUPS HELP SUPPLY NUTRIENTS WE MISS AT MEALTIME. USE THE SNACK FACTS CHART BELOW TO HELP SELECT NUTRITIOUS FOODS FOR SNACKS.

BASIC FOUR FOOD GROUP	NUTRIENT	SUGGESTED SNACKS
	PROTEIN CALCIUM RIBOFLOVIN	MILK, MILKSHAKE, ICE CREAM, CHEESE SLICE OR CHUNKS, PUDDING, YOGURT
	PROTEIN NIACIN IRON THIAMIN	PEANUT BUTTER, COOKIE, SANDWICH, HOT DOG, HAMBURGER, LEFTOVER CHICKEN OR MEAT
	VITAMIN A VITAMIN C	FRESH FRUITS, FRUIT SALAD FRUIT JUICE, DRIED FRUITS FRESH RAW VEGETABLES, TOSSED SALAD, CELERY STICKS FILLED WITH CREAM CHEESE OR PEANUT BUTTER
	CARBOHYDRATE THIAMIN IRON NIACIN	UNSWEETENED CEREAL, GRANOLA, CRACKERS (GRAHAM, SALTINES, RITZ) BREAD SANDWICH, CORN BREAD

ACTIVITY SHEET #47

THE SNACK SHOP

You are the new owner(s) of a snack shop. Answer the following question about your snack shop.

What is the name of your new shop? ______________________________

Make a sign for your snack shop in the space below.

Where is the shop located? ____________ How many people will you serve? ___

What snacks will you serve?

____

____

Why will you serve these snacks?

____

____

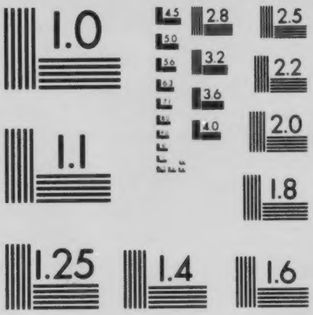
____

Make a menu with the prices you will charge.

List all the people who will help run the store.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

L.Q


1.0
4.5
5.0
5.6
6.3
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

UNIT F

TOOTH TIME

BASIC CONCEPTS: Different types of teeth perform different jobs.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become familiar with the function, parts and type of teeth by . . .			
. . . naming three basic functions of teeth.	Students list importance of and uses of healthy teeth--speech, appearance, facial expression, digestion of food. Students may collect and display magazine pictures illustrating wide variety of uses of teeth (smiling, talking, eating, etc.).	Teacher Reference-Learning About Your Oral Health, Level II: 4-6, American Dental Association, 211 East Chicago Avenue, Chicago, Il 60611. Poster-Have A Happy, Health Smile!, Dairy Council.	Health
. . . identifying the parts, types and jobs of teeth.	Review with the students the terms which identify the parts and tissues of a tooth including crown and root, enamel, dentin, cementum, and dental pulp.	Teacher Reference-Page 9, Learning About Your Oral Health, Level II: 4-6, American Dental Association. Spirit Master-Cross Section of A Molar Tooth, Learning About Your Oral Health, Level II: 4-6, American Dental Association. Student handout sheet-Have a Healthy Smile!, Dairy Council. Elementary Health Textbooks.	Health-structure of tooth.
	Have the students examine the shape of the external portion of each type of tooth--incisor, molar, cuspid and biscupid. Use "Types of Teeth and Their Jobs	Spirit Master-Types of Teeth and Their Jobs, Learning About Your Oral Health, Level II: K-3, American Dental Association.	Health-teeth types and functions.

BASIC CONCEPTS: Different types of teeth perform different jobs.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	or Activity Sheet #48, Teeth Types and Jobs. Have the students describe the relationship between shape and function.	Activity Sheet #48-Teeth Types and Jobs. Teacher Reference-Page 9, Learning About Your Oral Health, Level II: 4-6, American Dental Association.	
	Have the students read the pamphlet "Your Teeth and What They Do."	Pamphlet-Your Teeth and What They Do, American Dental Association.	Language Arts-reading skills.
	If desired, allow time for students to locate and examine the four types of teeth in their own mouth. Talk about why each is located where it is.	Hand mirrors.	Health-teeth types and functions.
	Have one or several students attempt to eat an apple entirely with the molars. Other students try to eat nuts using only incisors. They may describe their difficulties and discuss with class.	Apples and nuts.	Health.
	Let children describe how an apple is eaten in terms of what each type of tooth does.		Health-types and functions of teeth.

BASIC CONCEPTS: Preventive dental care is necessary for good dental health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop the knowledge, skills and attitudes for prevention of dental disease by . . .			
. . . explaining the major cause of tooth decay.	Discuss-Can the body repair itself? Students may list examples of "yes" and "no" responses. Lead class to the conclusion that the body cannot repair dental caries-tooth decay, which means it must be prevented.	Elementary health textbooks. Film-"Showdown at Sweet Rock Gulch," Dairy Council, American Dental Association or Modern Talking Pictures Service, Inc., 1212 Avenue of the Americas, New York, NY 10036.	Health-preventive dental care.
	Discussion question-How do teeth decay? Let students hypothesize before providing any information. Use the overhead transparency "The Plaque Chain" as a basis for explaining how a tooth decays. First explain that plaque is a sticky colorless layer of harmful bacteria which forms on the teeth. If not removed, it hardens (becomes mineralized) and is then called calculus which can only be removed by a dentist. The bacteria in plaque combines with sugar and forms acid. Plaque holds acid to the tooth surface. The acid causes decay by making holes in the enamel covering of	Teacher Reference-Pages 2-3, Learning About Your Oral Health, Level II: 4-6, American Dental Association. Teacher Reference-Cleaning Your Teeth and Gums, Am. Dental Assoc. Transperancy-The Plaque Chain and Where Plaque Hides, Learning About Your Oral Health, Level II: 4-6, American Dental Association. Film-"The Haunted Mouth," Modern Talking Picture Services, Inc. Transperancy-Results of Decay, Learning About Your Oral Health, Level II: 4-6, American Dental	Health-plaque and decay.

BASIC CONCEPTS: Preventive dental care is necessary for good dental health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	the tooth resulting in cavities. The body cannot repair these holes and the dentist must remove the decay and place a filling.	Assciation.	
	Use Activity Sheet #50, The Decay Equation, as a study guide for the students.	Activity Sheet #50, The Decay Equation.	
	To better understand the decay process conduct the following experiment: Soak well-cleaned chicken bones in vinegar for 3 to 4 days. Have the students make observations before and after and complete Activity Sheet #50. Lab Report: Experiment on Decay. Conclusion to be drawn is that vinegar (acid) caused the decay of calcium (Chicken bone).	Activity Sheet #50, Lab Report Lab Report-Experiment on Decay. Chicken bones, small bowl or beaker and beaker.	Science and Health.
	Using the same lab report, repeat the experiment using shed tooth (either a youngster's primary tooth or one obtained from a dentist). This time soak in a 5% solution of sulfuric acid. Results are immediate with appreciable decay visible in 6 hours.	Teeth, 5% sulfuric acid, glass bowl or beaker. Activity Sheet #50. Lab Report-Experiement On Decay.	Science and Health.
	Using a powerful microscope let students examine plaque (material scraped gently from surface of teeth with a toothpick) or	Teacher Reference-Learning About Your Oral Health, Level II: 4-6, American Dental Association.	Science and Health.

BASIC CONCEPTS: Preventive dental care is necessary for good dental health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	describe to the class what plaque looks like.	Microscope, slide, toothpick.	
	Read "Break The Chain of Tooth Decay" with students and allow time for questioning.	Pamphlet-Break the Chain of Tooth Decay, American Dental Association	Language Arts-reading skills.
	Prepare a bulletin board display of "Plaque Attackers" including pictures or samples of toothbrush and paste, water pik, floss, detergent, foods, glass of water and dentist. Have small groups or individuals describe how each one works.	Magazine pictures, construction paper, samples of dental care items.	Art and Health.
	Have students brainstorm a list of every fact they already know about tooth decay. When the list is compiled, divide into categories of Diet, Personal Prevention and Care, and Professional Care. Lead discussion to conclude that dental health depends on taking care of our teeth, eating properly and visiting the dentist.		
. . . identifying ways to prevent tooth decay.	Students brainstorm ways of preventing tooth decay. List should include dietary and hygiene suggestions. Choose those concerned with cleaning teeth, and ask: "What would each accomplish?"	The following resources may be used for the suggested activities: Film-"Teeth Are Good Things to Have," Johnson and Johnson.	Health-preventive dental care.

BASIC CONCEPTS: Preventive dental care is necessary for good dental health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Answer: Removal of Plaque.	Filmstrip-"Tooth Town, U.S. A.-Unit Three, Dairy Council.	
	Using available illustrative material, discuss and demonstrate the two best methods of removing plaque from teeth-brushing and flossing.	Plaque Control Kit (35 students) which includes toothbrushes, dental floss, Eat-Brush-Floss stickers, disclosing tablets, and pamphlets, American Dental Association.	
	Allow time for students to practice the correct way to brush and floss teeth. Assistance from school nurse or dental hygienist is suggested.	Transperancies and Spirit Master: How To Brush Your Teeth and Flossing Your Teeth, Learning About Your Oral Health, Level II: 4-6, American Dental Association.	
	Stress the importance of establishing a daily routine of care suggesting to brush after each meal, and to brush and floss before bed.	Resource Speaker-dental hygienist, or assistant school nurse or dentist.	
	Invite dental hygienist or assistant, school nurse or dentist to class for a demonstration on the correct way to brush and floss teeth.	Reference pamphlet-Cleaning Your Teeth and Gums, A.D. A. Teacher Reference-Page 5, Learning About Your Oral Health, Level: 4-6, American Dental Associaton.	Language Arts-writing skills.
	Have the students investigate fluoride as a means of reducing tooth decay and the ways of making fluoride available to the		

BASIC CONCEPTS: Preventive dental care is necessary for good dental health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	teeth-drinking water, topical fluoride application and toothpaste.		

BASIC CONCEPTS: Dental professionals provide important services in the prevention and care of dental disease.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop an understanding of the role of dental professionals in the prevention and care of dental disease . . .			
. . . naming and explaining the function of the dentist and dental professionals.	Have the students present oral reports concerning their most recent visits to the dentist centering on the role of the dentist and dental hygienist or assistant.	Teacher Reference-Pages 7 and 8, Learning About Your Oral Health, Level II: 4-6, American Dental Association.	Career Awareness-role of dental professionals. Health-professional dental care.
	Have the students compile a list of preventive or other measures undertaken by a dentist or assistants and explain why each is important. List should include cleaning teeth, space maintenance, teaching personal oral hygiene techniquest and fluoride treatment.		
	View the filmstrip, "Tooth Town, U.S.A.," Unit 4 and review the names and functions of the dental professionals.	Filmstrip and teacher guide-"Tooth Town, U.S.A.," Unit 4, Dairy Council.	
	Arrange for several dental professionals to talk to the students about their jobs.	Resource Speaker-Dentist, Dental Hygienist, Dental Assistant.	

BASIC CONCEPTS: Proper nutrition promotes good dental health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop an understanding of the role of diet in the prevention of dental disease by . . .		The following films may be used in conjunction with the suggested activites:	
. . . explaining why sugar is harmful to teeth.	Review the chain of reactions which cause tooth decay. Plaque + Sugar = Acid. Acid + Tooth = Decay. Each time sugar is eaten, it triggers an acid attach lasting approximately 30 minutes. Emphasize the more frequently sweets are eaten, the longer teeth can be attacked by acid and the more likelihood there is for decay.	Filmstrip-"Tooth Town, U.S.A.," Unit II, Dairy Council. Film-"The Munchers: A Fable," American Dental Association or Dairy Council. Teacher Reference: Diet and Dental Health, American Dental Association.	Health and Nutrition-relationship of diet tnd dental health.
. . . identifying sugar-containing foods which are part of his/her diet.	Explain that not all foods which contain sugar can be avoided but it is possible to avoid many foods with a very high sugar content.		
	Have the students list every food eaten in 24 hours. Then have the students circle the foods containing sugar. Count the number of times sugar has had a chance to attack teeth in one day. Discuss the importance of lowering sugar consumption to help prevent tooth decay.	Activity Sheet #42, Food Record, Refer to SNACK Pack Level III, Unit A, You Are What You Eat.	

BASIC CONCEPTS: Proper nutrition promotes good dental health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . identifying five common snack foods which contain sugar and five which do not contain sugar.	Use the Spirit Master "Find the Trigger Foods" for the students to identify sugar-containing foods on a list of various foods commonly eaten for snacks.	Spirit Master-Find the Trigger Foods, Learning About Your Oral Health, Level II: 4-6, American Dental Association.	
	Prepare the Sugar and Spice experiment to illustrate the quantity of sugar contained in common snack foods.	Refer to Activity Sheet #39, Sugar and Spice Experiment from SNACK Pack, Level II, Unit H, Tooth Time.	
	Construct a "Smart Snacks for Me" bulletin board using pictures of safe snack foods.	Food models, Dairy Council. Magazine pictures of food.	
	Plan a snack tasting party to introduce students to safe snack foods which promote dental health. Suggestions: yogurt, fruit and vegetables, cheese and meat tidbits; avoid cakes, cookies, doughnuts, chocolate milk and gelatin desserts containing sugar.	Snack Recipe Ideas-What's Cooking, supplement to SNACK Pack. Children's cookbooks.	Health and Nutrition.
	FOLLOW-UP ACTIVITY:		
	Students initiate or join in with a school-wide promotion during Dental Health Week preparing bulletin boards, oral presentations, displays, demonstrations for lower grades, arranging for a dentist or dental hygineist to talk to classes, etc.	Cooperation of school personnel and parents. Reference pamphlets for parents: Your Child's Teeth and The Care of Children's Teeth both by the American Dental Association. For Good Dental Health, Start Early, from the Dairy Council.	Health and Science.

BASIC CONCEPTS: Proper nutrition promotes good dental health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	From time to time throughout the year spot check each pupil's oral hygiene using disclosing tablets.	Disclosing tablets.	
	Have students write and illustrate an information booklet of "Tooth Truths." Snall groups work on different chapters such as "Teeth-Jobs and Types;" "The Decay Demon;" "Attacking Plaque;" "Eat and Enjoy, The Dentist's Dream." The booklets may be taken home or distributed to other classes.	Science and Health textbooks. Check school library for additional reference books. Booklets from the American Dental Association. Cooperation of School Nurse or Dental Hygienist.	Language Arts-research and writing skill. Art-illustrations. Health-dental hygiene and care.

UNIT F-TEST

NAME ________________

DATE ________________

WRITE THE LETTER OF THE PHRASE THAT BEST COMPLETES THE SENTENCE ON THE LINE PROVIDED.

_____ 1. Plaque forms on teeth
- a. all the time.
- b. once a day.
- c. after each meal.

_____ 2. The sides of teeth are best cleaned by
- a. using dental floss.
- b. rinsing with water.
- c. eating crisp foods.

_____ 3. To help prevent cavities, plaque should be removed
- a. after meals and before bed.
- b. at least twice a week.
- c. only by the dentist.

_____ 4. If a cavity develops in a tooth it should be treated by
- a. keeping the tooth completely clean.
- b. having the dentist fill the tooth.
- c. drinking milk until the tooth heals.

_____ 5. Foods which trigger acid attacks are
- a. pizza, peanuts and corn chips.
- b. cookies, chocolate milk and pop.
- c. celery, carrots and sunflower seeds.

_____ 6. The brushing method which removes plaque the best is
- a. round and round, scrubbing gently.
- b. up and down, scrubbing hard.
- c. back and forth, scrubbing gently.

_____ 7. The four types of teeth are
- a. molar, incisors, crown, and root.
- b. bicuspid, cuspid, molar and dentin.
- c. molar, incisor, cuspid and bicuspid.

THE FOLLOWING SET OF SENTENCES TELLS HOW A TOOTH DECAYS. ON THE LINE PROVIDED, WRITE THE LETTER TO PUT THEM IN THE RIGHT ORDER.

_____ 8. a. acid attacks the enamel on teeth.

_____ 9. b. plaque builds up on teeth.

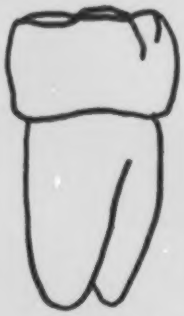
_____ 10. c. plaque combines with sugar and makes acid.

ACTIVITY SHEET #48 TOOTH TYPES AND JOBS

There are four different types of teeth in your mouth, and each type does a different job. Look up each type and write down its function.

Tooth Type Job

1. MOLAR



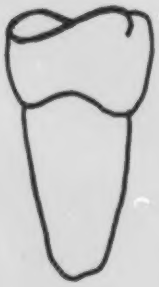
____

____

____

____

2. BISCUPID



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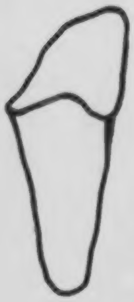
3. CUSPID



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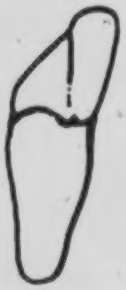
4. INCISOR



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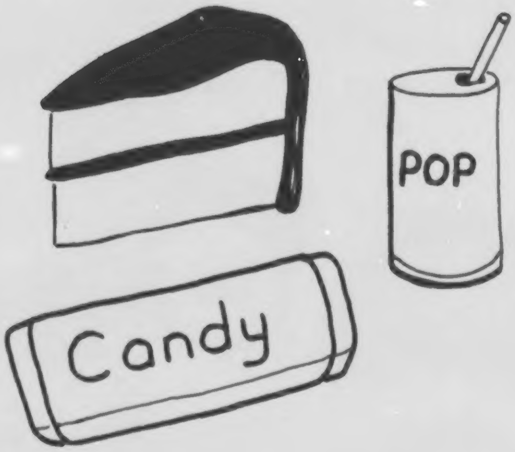
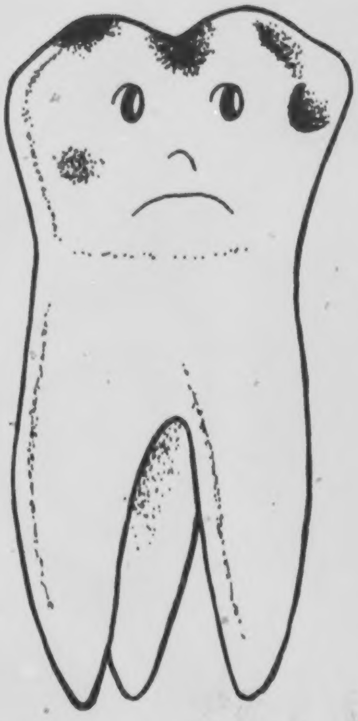
ACTIVITY SHEET #49

THE DECAY EQUATION



= SUGAR

PLAQUE + SUGAR = ACID



ACID + TOOTH = DECAY

ACTIVITY SHEET #50

NAME ____________________

DATE ____________________

LAB REPORT:

Experiment on Decay

1. PROVE: Acid destroys the calcium structure of teeth.

2. Describe the experiment:

Materials	Methods

3. Observations: Tell how the bones looked and felt before and after the experiment:

Before	After

4. Conclusion:

____

____

____

UNIT G
FOODS FROM AROUND THE WORLD

BASIC CONCEPTS: People from different countries have food customs which are different from our own.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will recognize that food customs vary throughout the world by . . .			
. . . explaining the factors which influence the development of food customs.	Have the students present a panel discussion of the various factors which influence the development of food custom, for example: available food supply, religion, agriculture, cost, ethnic heritage.	Elementary Social Studies textbooks. Check local school library for reference books and encyclopedias.	Social Studies.
	While studying different countries, have the students research the characteristics of that country including world location, climate, topography, agricultural products, religion and cultural heritage. Construct a bulletin board with the information as they go along. Final characteristic can be foods as they relate to other characteristics. Discussion questions: How and why do these foods differ from ours? What nutrients do these foods supply?	Elementary Social Studies textbooks. Reference books and encyclopedias. Film-"Farms Around the World," Coronet Instruction Films, 65 East South Water Street, Chicago, IL 60601.	Social Studies and Geography.
. . . identifying food customs of different countries.	Introduce foods from around the world such as mangos, tortillas, pomegranates, etc. Discuss where they are from and how they are served. Allow students to sample the foods.	Home Economics Teacher or School Foodservice Director. Food encyclopedia.	Nutrition-widening variety of food choices, ethnic foods. Social Studies-food customs of other countries.

BASIC CONCEPTS: People from different countries have food customs which are different from our own.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Invite people who have visited foreign countries to come to class and discuss the food customs of that country.	Cooperation of community members and school personnel.	Social Studies-food customs of other countries.
	Encourage students to share food experiences and customs from their own backgrounds. Invite parents or grandparents to class to demonstrate and discuss ethnic food customs.	Cooperation of parents and community members.	Social Studies-ethnic heritage and food customs.
	Construct a large globe or use world map and place pictures of major food sources over foreign countries being studied.	Elementary social studies textbooks. Teacher Reference: What Did You Have For Breakfast This Morning?-Teacher's guide, Dairy Council.	Social Studies and Geography.
	Complete Foreign Foods Word Search finding at least 10 of the 20 hidden words. List and identify country of origin-investigate any doubts.	Activity Sheet #51, Foreign Foods Word Search. Encyclopedias and dictionary.	Social Studies. Language Arts-vocabulary.
	Read the story "Getting It All Together" which reviews good eating habits and foods from around the world which are part of the Basic Four.	Booklet-'Mulligan Stew," National 4-H Service Committee and Expanded Nutrition Programs, United States Department of Agriculture, Cooperative Extension Service.	Language Arts-reading skills. skills.
	Library assignment: Each student must define and identify the origin of one word from the vocabulary list (Activity Sheet #52). Class discussion to	American Heritage or other dictionary.	Language Arts-library research skills, vocabulary and spelling.

BASIC CONCEPTS: People from different countries have food customs which are different from our own.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	report findings.		
	Students play Ethnic Foods Card Game which is a variation of "rummy" as a vocabulary building activity. Students will learn 12 ethnic food names, the definition and root origin of each food. A sample card set and game directions are shown on Activity Sheet #52.	Activity Sheet No. 52, Ethnic Foods Card Game.	Language Arts and Social Studies. Mathematics-game scoring.
	The above game idea may also be duplicated with words from a single country if for example, Italy or Mexico were being studied.		
	FOLLOW-UP ACTIVITIES:		
	Choose one ethnic food from Ethnic Foods Card Game vocabulary list to prepare and taste in class.	Assistance from Home Economics Teacher, Foodservice Personnel and Parents.	Health and Nutrition-acceptance of new foods. Home Ecnomics-food preparation.
	Plan tasting sessions throughout the year, especially during a holiday season for the students to become familiar with a variety of ethnic foods. Invite parents or community members to the class to explain the significance or history of the nationality food.	Cooperation of parents and community members. Teacher Reference-Children's Calender of Celebrations, Page 140-149, Creative Food Experiences For Children, Center for Science in the Public Interest, 1779 Church Street, Washington, D.C. 20036.	Social Studies-food customs and nationality foods. Nutrition-acceptance of new foods.

BASIC CONCEPTS: People from different countries have food customs which are different from our own.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Have the class sponsor nationality days throughout the year. Students research all aspects of the nationality including dress, language, customs and foods.	Cooperation of school personnel and community members. Teacher Reference-Foods with an International Flavor, National 4-H Service, United States Department of Agriculture, Cooperative Extension Service.	Social Studies, Art, Health and Nutrition.

BASIC CONCEPTS: Many foods common to regions of the United States originated in other countries.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will recognize that regions of the United States have different food customs by . . .			
. . . identifying the ethnic origin and resulting food customs of each region.	Divide map of United States and assign teams of students to research Northeast, Midwest, Southwest, Deep South and specific states including Hawaii, Alaska, Pennsylvania, Louisiana. Prepare brief oral report on the ethnic heritage, historical development, food customs and menu of typical dishes.	Map of United States. Check school library for reference books and encyclopedias. Elementary Social Studies textbooks.	Social Studies-history, ethnic heritage and food customs.
	Survey class to find out if students have tasted any of these dishes and ask for first-hand description.		
	View available film or filmstrips relating to the food habits and customs of different regions in the United States.	Film-"Living in the United States Series," Coronet Instructional Films. Filmstrip Series-"Nutrition: Food, Fuel, and Energy." Filmstrip-"No. 4, Old Friends, New Foods," Q-ED Productions, P.O. Box 1608, Burbank CA 91507.	Social Studies.

BASIC CONCEPTS: Many foods common to regions of the United States originated in other countries.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . identifying common foods of each region.	Compile a list of foods common to different regions of the United States. Choose several foods that are unfamiliar and plan a tasting session to introduce these foods to the students.	Teacher Guide-Nutrition: Food, Fuel, and Energy, Q-ED Productions. Elementary Social Studies textbooks. Children's Cookbooks. Teacher Reference-All American Foods, National 4-H Service Committee, Inc., United States Department of Agriculture, Cooperative Extension Service.	Social Studies-regional foods. Nutrition-acceptance of new foods.

UNIT G-TEST

NAME ________________

DATE ________________

NAME TWO WAYS IN WHICH FOOD CUSTOMS DEVELOP.

1. ____

2. ____

MATCH THE FOODS WITH THE NAME OF THE PLACE IT IS FROM.

______	3. pizza	A. China
______	4. sauerkraut	B. Middle East
______	5. tortillas	C. Italy
______	6. chop suey	D. Mexico
______	7. shish kabobs	E. Germany

MARK + FOR TRUE AND O FOR FALSE.

______ 8. Sweet potatoes, fried chicken, hominy grits and cornbread are foods commonly eaten in the Southern States.

______ 9. Food choices in the Midwest States would include many fresh vegetables and dairy products.

______ 10. People all over the world eat the same foods.

______ 11. Apple pie, ice cream and hamburgers are American foods.

______ 12. Many other countries shaped the food customs of the United States.

ACTIVITY SHEET #51 FOREIGN FOODS WORD SEARCH

IN THIS WORD SEARCH YOU CAN FIND THE NAMES OF 20 FOREIGN FOODS. SOME ARE STRAIGHT ACROSS AND SOME ARE STRAIGHT DOWN. FIND AT LEAST 10 WORDS AND CIRCLE THEM.

G	E	R	M	A	N	P	O	T	A	T	O	S	A	L	A	D	O
H	A	S	W	E	D	I	S	H	M	E	A	T	B	A	L	L	S
O	B	G	H	O	P	Q	S	C	H	O	W	M	E	I	N	B	A
T	R	T	P	S	P	A	G	H	E	T	T	I	Z	C	A	E	U
T	R	E	A	C	L	E	O	O	Y	A	O	C	T	E	A	D	E
A	U	R	S	V	W	X	U	P	C	C	R	A	G	C	C	F	R
M	E	A	T	B	A	L	L	S	H	O	T	V	I	R	H	F	K
A	J	V	A	L	S	O	A	U	I	S	I	I	O	E	Z	O	R
L	K	I	M	N	P	S	S	E	L	R	L	A	S	A	G	N	A
E	G	O	U	L	A	S	H	Y	I	A	L	R	P	M	B	D	U
S	R	L	Q	D	A	N	I	S	H	P	A	S	T	R	Y	U	T
S	H	I	S	H	K	A	B	O	B	O	S	G	H	O	O	F	L

ACTIVITY SHEET #52 ETHNIC FOODS CARD GAME

GAME DIRECTIONS:

Players are dealt 6 cards and must play pairs by matching word card with either definition card or root card, drawing from deck as in "Rummy." Score 2 points per pair plus 2 points bonus for "going out" first. Any player may challenge a pair; if challenger is correct, he is given 2 extra points and 2 points are subtracted from student who played the pair.

INSTRUCTIONS:

Reproduce set of 48 playing cards consisting of 12 foreign food vocabulary words printed twice, 12 matching definitions and 12 dictionary root origin descriptions.

Vocabulary Word 2 cards of each	Definition 1 card of each	Root origin or Derivation 1 card of each
Pasta	Dough or "paste" usually dried into macaroni	Latin for "paste"
Sauerkraut	Salted and fermented cabbage	German for "sour cabbage"
Enchilada	Tortilla stuffed with meat and cheese	Spanish for "Putchili into"
Spaghetti	Long, solid noodles of pasta	Italian for "Little Strings"
Torte	Rich, many-layered cake	Latin for "Flat Breads"
Cruller	Twisted, deep-fried doughnut	Dutch for "curly"
Fondue	Heated Cheese-sauce dish	French "to melt"
Liverwurst	Sausage made from beef organs	German "Liver" and "sausage"
Souffle	Light, fluffy baked egg dish	French "to puff up"
Omelet	Thin layer of scrambled eggs folded over a filling	French "Thin plate"
Au Gratin	Dish baked with a topping and crumbs	French "with a crust of crumbs
Antipasto	A before-dinner platter of cold meat, vegetables and cheese	Italian for "Before the Meal"

REFERENCE: American Heritage Dictionary

UNIT H
FOOD SENSE OR NONSENSE

BASIC CONCEPTS: Food choices based on sound nutrition principles promote good health.
There are many food fads and fallacies which exist about food and nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will recognize good and poor dietary practices by . . .			
. . . identifying food habits and analyzing them based on sound nutrition principles.	Have students bring in several newspaper and magazine advertisements or articles concerning foods and nutrition and analyze for factual or misleading information. Arrange for the school nurse, foodservice director or nutritionist to review with the class the students' comments.	Magazine and newspaper ads or articles. Nutrition reference books and pamphlets. Cooperation of school nurse, foodservice director, or dietitian. Teacher's Guide-No. 10, Big Ideas, Grades 4-6, Dairy Council.	Language Arts-research skills. Health-nutrition knowledge. Consumer Education-advertising.
	Make a list of good food habits and poor food habits. Talk about why it is so important to follow good eating guidelines so as not to harm the body.	Teacher Reference-Nutrition Source Book, Dairy Council.	Health and Science-food habits.
	Compile a notebook or reference file of poor food habits with explanations of why they are not good for a person. Include suggestions on how to change the poor habit into a good habit. Example: eating only hamburgers and french fries, not drinking milk, not eating fruits and vegetables, not eating breakfast, skipping lunch, etc.	Elementary Science or Health textbooks.	Health and Science-food habits.

BASIC CONCEPTS: Food choices based on sound nutrition principles promote good health.
There are many food fads and fallacies which exist about food and nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . investigating common fads, misconceptions or superstitions related to foods and nutrition.	Talk about the superstitions students might have about foods and nutrition. Discuss where these ideas came from and investigate whether these superstitions are based on sound facts.	Teacher Reference-Superstitious Side of Eating, Pennsylvania Department of Health, Nutrition Services, Box 90, Harrisburg, PA 17126.	Health and Nutrition.
	Initiate a class discussion for the students to define the terms fad, fallacy and misconception. Ask them how these terms fit with good nutrition habits.	Teacher Reference-The New Nuts Among The Berries, Ronald M. Deutsch, Bull Publishing Company, P. O. Box 208, Palo Alto, CA 94302. Food Fact or Fallacy Quiz, Dairy Council (Pittsburgh office).	
	Discuss what is meant by the term health food or organic food. Have the students look at samples of health foods, reading the label of ingredients to find out what makes it a health food.	Samples of health foods. Teacher Reference-Organic Foods-Why and Why Not, Pennsylvania Department of Health, Nutrition Services. Teacher Reference-Activity Sheet No. 53, Food Facts.	
	Compare the nutritional and cost value of three to five health foods with comparable non-health foods.	Sample of health foods and comparable non-health foods.	
	View the film "Foods: Fads and Facts" and discuss the selection of nutritious foods and reasons for food additives.	Film-"Foods: Fads and Facts," Dairy Council. Teacher Reference-Food Additives-Who Needs Them? Manufacturing Chemists Association, 1825 Connecticut Avenue, N.W., Washington, D.C. 20009.	Health and Science.

BASIC CONCEPTS: Food choices based on sound nutrition principles promote good health.
There are many food fads and fallacies which exist about food and nutrition.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Compile a "Food Fad or Fact" booklet which explains the real facts about common misconceptions related to foods and nutrition. This can be an individual or small group research assignment. Suggested topics: Vitamin pills are the way to stay healthy; eating only rice and vegetables is a healthy diet; organic foods are better for you; crash diets.	Booklet-"How Your Body Uses Food," Dairy Council. Book-A-B-C's of Good Nutrition, Channing L. Bete Company, 45 Federal Street, Greenfield, MA 01301. Southwestern Pennsylvania Dial-A-Dietitian, Answering Service Number: 261-5532, 10:00 a.m.-2:00 p.m., Monday through Friday. Responds to inquiries concerning general nutrition, special diets and food compostion.	Language Arts-writing and research skills. Health and Science.
	Construct a bulletin board entitled "Food Fact or Fiction." Students must lift tab to find out if statement on the outside center tab is fact or fiction and why. This can be a bulletin board the students develop themselves through research. Post in library or near cafeteria. ON-GOING ACTIVITY: During this unit, it might be helpful to make available a question box for the student to inquire about foods and nutrition facts or fads that they would hesitate to ask in class.		

UNIT H-TEST

NAME ______________

DATE ______________

DIRECTIONS: Mark + for True and O for False.

_____ 1. Fad diets are based on the Basic Four food group plan.

_____ 2. You can get all the nutrients needed by taking a vitamin pill each day.

_____ 3. A food fallacy is a false or misleading idea about food or nutrition.

_____ 4. Only eating one type of food is a good nutrition practice.

_____ 5. A person who selects foods from the Basic Four food groups each day has good food habits.

_____ 6. Advertisements about food often give misleading information about that product.

_____ 7. Eating "health foods" makes a person healthier.

_____ 8. Dietitians and nutritionists provide correct information about food and nutrition.

9. What is one good food habit you practice?

____

____

10. What would be one way you could improve your eating habits?

____

____

ACTIVITY SHEET #53

TEACHER REFERENCE
FOOD FACTS

"Organic foods" is a term generally applied to foods that are grown on soil that has been treated with organic matter, such as manure or vegetable compost, and natural and mineral fertilizers. They have not been grown with the use of pesticides. However, the scientific definition of the term organic as "any substance containing carbon" suggests that most foods could be labeled "organic." Processed organic foods have been grown with the use of organic fertilizers and without pesticides but they may contain preservatives and other additives.

"Natural foods" are foods that have not been processed or refined, contain no additives and alledgedly contain more nutrients than mass produced foods. These foods are not necessarily organically grown.

'Health foods" cover a wide variety of foods labeled as organic, natural, dietetic, vegetarian and macrobiotic staples. The products sold under these labels do not necessarily comply with the above definitions of organic and natural foods. The term "health food" is misleading in that it implies that particular foods promote health. While some foods contain more essential nutrients than others, no one food alone provides all the needed nutrients.

"Food additive" is a substance or mixture of substances other than a basic foodstuff, which is present in a food as a result of any aspect of production, processing, storage or packaging."

"Food fad" is dietary custom or practice that many people are interested in for a short time; many of which are harmful to a person's health.

'Food fallacy" is a false or mistaken idea or opinion about food or nutrition.

UNIT I
LOOK FOR THE LABEL

BASIC CONCEPTS: Food labels provide the consumer with information about that product.
Nutrition labels provide an easy way for consumer to learn about the nutritional value of foods.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop the ability to use food labels in making wise food choices by . . .			
. . . identifying labels as a primary source of information about foods.	Assign the students to bring in one food label in the form of an empty box, package can or printed label. Have the students divided in small groups and classify the kinds of information on the label--which should include weight/volume, company name, ingredients, name of food and nutrition label. Have each group report their findings. Ask why the same kinds of information are included on all labels--because it is required by the FDA.	Samples of food labels. Teacher Reference-Nutrition Source Book, Dairy Council. Teacher Reference- Your Food Dollar, Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, IL 60601. Pamphlet-See the Facts About the Foods You Eat, Cereal Institute, Inc., 111 Plaza Drive, Schamburg, IL 60195.	Consumer Education-labeling.
	Teacher displays a variety of labels from cans or empty boxes. Ask the students: What are these?, What do they tell us?, Why is this information on the label?, What can we do with this information? Note which kinds of information are common to each label.	Samples of nutrition labels. Teacher Reference-Nutrition Labeling Fact Sheet from Teacher Notes-SNACK Pack.	Consumer Education

BASIC CONCEPTS: Food labels provide the consumer with information about that product.
Nutrition labels provide an easy way for consumer to learn about the nutritional value of foods.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . becoming familiar with the product information required on a label.	Explain that the FDA requires all food products must include certain information on the package label. This includes the 1-Name of food. 2-Ingredients--which must be listed in order; largest amounts first, then decreasing amounts. 3-Business address of manufacturer, packer or distributor. 4-Net Weight or quantity of food product. The label must be easily read and understood and must not be false or misleading information.	Teacher Reference-Food Labeling--What's In It For You?, Allegheny County Health Department, Nutrition Services, 405 Jones Law Annex, 311 Ross Street, Pittsburgh, PA 15219. Teacher Guide #9-Consumer Education from Big Ideas In Nutrition Education, Grades 4-6, Dairy Council.	Consumer Education.
	Have the students decide and compile a list of how consumers can use this information required on the label.	Comparison Cards, Dairy Council. Samples of food labels.	Consumer Education-labeling.
	Have the student follow-up last activity by utilizing the label information in some of the ways they suggested. For example, writing for more information about a food product or giving their opinion about the quality; checking a variety of foods to see the order in which ingredients are listed and then evaluating its nutritional contribution to the daily diet.		

BASIC CONCEPTS: Food labels provide the consumer with information about that product.
Nutrition labels provide an easy way for consumer to learn about the nutritional value of foods.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . becoming familiar with the nutrition information required on a label.	Explain that any food to which a nutrient is added or which makes a nutritional claim, must have a nutrition label. To help the consumer, many other food manufacturers have included a nutrition label on their food products even though not required to do so.	Teacher Reference-Read the Label, Set a Better Table and Nutrition Labels on Food, United States Department of HEW, Public Health Service, FDA, 5600 Fishers Lane, Rockville, MD 20852. Poster-Read The Label, Set a Better Table, United States Department of HEW. Student booklet-Food Is More Than Just Something To Eat, Consumer Information, Public Documents Distribution Center, Pueblo, CO 81009.	Consumer Education-nutrition labeling.
	Using labels brought to class or empty food cartons, have the students locate the nutrition information panel. Review the different parts of the nutrition panel and explain how to use it for selecting food products. Nutrition information panel must include the 1-Number of servings per container, 2-Number of calories per serving, 3-Amount in grams of protein, carbohydrate and fat, 4-Percentage of US RDA for protein and seven vitamins and minerals in one serving.		
	Explain that nutrition labels provide an easy way for consumer	Samples of food labels or printed side of Dairy Council food models.	Health and Nutrition.

BASIC CONCEPTS: Food labels provide the consumer with Information about that product.
Nutrition labels provide an easy way for consumer to learn about the nutritional value of foods.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	to learn about the nutritional value of foods. Pass out labels or food models and ask specific information about the food products. For example, what food other than meat supplies protein, does any food provide each of the seven vitamins and minerals.		
	Using a student's daily food record or sample menus they have planned for one day, have the students add the percentages for each nutrient in the foods. The daily total for each nutrient should reach 100% which means the daily diet provided an ample supply of these nutrients. Students may want to revise menus or identify different foods they can eat to meet the RDA.	Printed side of Food Models or Comparison Cards, Dairy Council. Samples of nutrition labels. Mini-Lesson-Nutrition/Using the U. S. RDA (HFG-1- United States Department of HEW, Public Health Service, FDA, Office of Professional and Consumer Programs, 5600 Fishers Lane, Rockville, MD 20852.	Math-arithmetic skills. Consumer Education-nutrition labeling. Health and Nutrition.
. . . designing a product label including the required consumer and nutrition information.	Have the students design their own food label including all the information required by law on a food label. Have small groups of students develop a label for the same product. Compare group designs and vote on which label is the most informative.		Art, Language Arts and Consumer Education.

UNIT I-TEST

NAME ________________

DATE ________________

DIRECTIONS: Mark + for True and O for False.

______ 1. Nutrition labeling is required by law for all foods.

______ 2. The nutrition label shows percentages of the U.S. RDA for protein and seven vitamins and minerals.

______ 3. The nutrition information listed on the label is for one serving.

______ 4. Calories per serving are not required to be shown on the nutrition label.

______ 5. The nutrition information must be listed in the same order on each food label.

DIRECTIONS: Write the letter of the phrase which best completes the sentence.

______ 6. The government agency which regulates food labeling is the

a. Food and Drug Administration
b. Department of Agriculture
c. Department of Health

______ 7. The information required on all food labels is

a. food name and ingredients
b. company name, weight and quantity of product
c. food name, weight and quantity of product and nutrients
d. food name, company name, ingredients, weight and quantity of products

______ 8. A can of spaghetti and meatballs lists the ingredients as tomatoes, cooked spaghetti, beef, water and spices. The food in the largest quantity is

a. cooked spaghetti
b. beef
c. tomatoes
d. water and spices

______ 9. If the nutrition label states Vitamin A-20, this tells us that

a. the Vitamin A in this food supplies 20 calories
b. this food supplies 20% of the U.S. RDA for Vitamin A
c. this food is missing 20% of the U.S. RDA for Vitamin A

______ 10. Nutrition labeling is one way to

a. make nutrition information available to the consumer
b. force everyone to eat certain foods
c. make the label look attractive

UNIT J
SMART SHOPPING

BASIC CONCEPTS: Selective buying of food promotes good health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop the ability to make wise food choices by . . .			
. . . becoming familiar with good food buying practices.	Students compile a list of shopping tips to follow when grocery shopping or buying snack foods.	Teacher Reference-How To Be A Better Shopper, The Sperry and Hutchinson Company, 2900 West Seminary Drive, Fort Worth, TX 76133.	Consumer Education and Health-food choices and buying practices.
	Have the class talk about what needs to be considered before buying foods such as nutritional value, food likes and dislikes, cost.		Consumer Education and Health.
	Discuss the importance of buying food, especially snacks, that are nutritious and good for you.		
	Read off a list of a variety of food from the Basic Four Food Groups and others, having the students write down the foods they would buy. Talk about their choices based on nutritive value.	Comparison Cards and Food Models, Dairy Council.	
	Compare the cost and nutritive value of several well-liked foods such as pizza, french fries, candy, or chips to determine which are good nutrition buys.	Comparison Cards, Dairy Council.	Math-cost comparison. Consumer Education and Health.
. . . becoming familiar with unit pricing and nutritional labeling.	Introduce the term unit price. Ask students what it means; then give accurate explanation--price	Teacher Reference-Your Food Dollar, Money Management Institute , Household Finance Corporation, Pruden-	Consumer Education.

BASIC CONCEPTS: Selective buying of food promotes good health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	per unit of measurement, usually by weight. Give students examples of unit pricing and have them calculate the best buy. Set up a display of grocery items for students to compare prices and weight/volume.	tial Plaza, Chicago, IL 60611.	
	Labeling and unit pricing help consumers understand the concept of getting the best buy for the dollar. Quality and taste of the food should be considered as well Have students "taste test" various brand and generic label foods without identifying the brand name, and then decide which foods they would buy on the basis of the taste test. Expand activity by then calculating cost per serving for each brand.	Several brand name, store brand or generic canned fruits cut in identical pieces. Blindfolds, if desired.	Consumer Education.
	FOLLOW-UP ACTIVITY:		
	Complete the Funny Foodword Puzzle which is intended as a fun activity to motivate students about the topic of foods.	ACTIVITY SHEET #54, Funny Foodword Puzzle.	Language Arts.
	If possible, set up a mock "grocery store" selecting students to act as store manager, check-out personnel, stock person and customers to demonstrate concepts presented in this unit.		Career Awareness and Consumer Education.

BASIC CONCEPTS: Selective buying of food promotes good health.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	When planning a classroom food experience involve the students in setting up a budget, preparing a shopping list as well as helping with the preparation, service and clean-up.		Consumer Education.

BASIC CONCEPTS: Advertising can influence our food choices.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will recognize that advertising can influence other food choices by. . .			
. . . understanding the meaning and purpose of advertising.	Have the students react to the term-advertising. What do they think of when the word ad or commercial is mentioned. Talk about the different reasons for advertising foods.	Social Studies textbooks.	Social Studies and Consumer Education-advertising.
	Have the students complete the following or similar sentences to demonstrate how advertising influences our buying practices: When I watch television commercial I feel ______________; Brand name products such as Kellogg's Corn Flakes or Borden's Ice Cream are ________________.	Teacher Reference-Teaching About Advertising, Proctor and Gamble, 2261 Springgrove Avenue, Cincinnati, OH 45214.	Consumer Education.
	Have the students listen to a recording of advertising jingles omitting the product name and see if they can identify the product. Talk about how they knew what product was being advertised.		Consumer Education.
	Have the students categorize newspaper and magazine advertisements according to type of appeal-emotion, price, cost, nutritional value, appearance and taste.	Samples of newspaper and magazine advertisements.	Consumer Education.

BASIC CONCEPTS: Advertising can influence our food choices.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Have students write a list of items which they must have (needs) and a list of things they would like to have (wants). Which of these are advertised/ which are not? Discuss how advertising affects what we want.	Filmstrip-"Who Is a Consumer?" from Learning To Be A Wise Consumer Series, Guidance Associates, 41 Washington Avenue, Pleasantville, NY 10570.	Consumer Education.
. . . identifying foods that are advertised and whether it is a good choice based on nutrition.	Set up a display of empty food cartons, including some advertised and well known; others not. Have students make a list of the foods they would buy. Which foods were chosen more often--those advertised or not advertised? Begin talking about how advertising effects our food choices.	Collection of empty food cartons.	Consumer Education-advertising and food choices.
	Assign the students to watch for television commercials related to foods and nutrition. Initiate a class discussion to review what products or ideas are being advertised. Are the commercials advertising good nutrition practices? Have the class compile a list of three positive and three negative aspects of advertising.	Filmstrip-"Buying Wisely" from Learning To Be A Wise Consumer Series, Guidance Associates.	Consumer Education-advertising and food choices.
	Make a scrapbook of magazine or newspaper advertisements related to foods and nutrition which inform the consumer based on facts.	Food and nutrition magazine or newspaper ads.	Consumer Education.

BASIC CONCEPTS: Advertising can influence our food choices.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Have the students bring in food newspaper and magazine advertisement and analyze for factual and misleading information.	Food newspaper and magazine advertisements.	Consumer Education-analyzing advertisement.
Students will be able to demonstrate an awareness of advertising techniques by . . .			
. . .preparing one factual food or nutrition advertisement.	Divide class into groups. Have them select an imaginary food product and plan a television advertising campaign for their product. Ask other teachers to act as judges to select best advertisement. If possible, videotape and play back to the class.	Teacher Reference-Teaching About Advertising, Proctor and Gamble.	Language Arts and Consumer Education.
	Design an advertising campaign to promote the school lunch program or better eating habits.	Foods and nutrition reference materials. School food service director.	Art, Consumer Education, Health and Nutrition.
	Invite a guest speaker to the class from an advertising agency to explain how advertisements are developed.		Career Awareness and Consumer Education.

BASIC CONCEPTS: The way we act in the supermarket affects those around us.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will become familiar with appropriate behavior when shopping by . . .			
. . . identifying and practicing good shopping behavior.	Arrange for several students to interview a local grocery store owner about food buying habits of young people. Include questions about the types of food purchased, average amount of money spent, behavior displayed, problems of breakage and theft.	Cooperation of local grocery store owner.	Consumer Education.
	Have students role play several food shopping experiences depicting good and poor shopping behavior. Examples: running in aisles, opening packages, shoplifting or using shopping list, comparing prices, pusing cart slowly and carefully.	Teacher Reference-How To Be A Better Shopper, The Sperry Hutchinson Company, 330 Madison Avenue, New York, NY 10017. Film-"People Who Work In Stores," Coronet Instructional Films, 65 East Sourth Water Street, Chicago, IL 60601.	Consumer Education,
	Have the students make posters illustrating good shopping behavior and arrange to post in local grocery store.		Art-basic skills and creativity. Consumer Education.
	Invite a local grocery store manager or owner to visit the class or arrange a field trip to a grocery store in order to introduce or reinforce rules of	Local grocery store owner or manager or contact local Chamber of Commerce.	Consumer Education.

BASIC CONCEPTS: The way we act in the supermarket affects those around us.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	behavior to follow when shopping and warn students about shoplifting.		

UNIT J-TEST

NAME ________________

DATE ________________

DIRECTIONS: Mark + for True and O for False.

_____ 1. Advertisements can influence our food choices.

_____ 2. The higher the cost of a food, the more nutrition it provides.

_____ 3. If you knock something off the shelf in the grocery store, you should leave it and run.

_____ 4. Unit pricing tells how much a food costs per ounce or pound.

_____ 5. A wise consumer reads labels and compares costs of food before buying.

WRITE THE LETTER OF THE PHRASE WHICH BEST COMPLETES THE SENTENCE.

_____ 6. The best way to find out which nutrients are contained in a food is

a. the unit price
b. the nutrition label
c. a newspaper advertisement

_____ 7. The better buy for a can of Libby's fruit cocktail would be

a. 8 ounces for .56¢
b. 8 ounces for .72¢
c. 8 ounces for .64¢

_____ 8. A nutritious after school snack for you to buy is

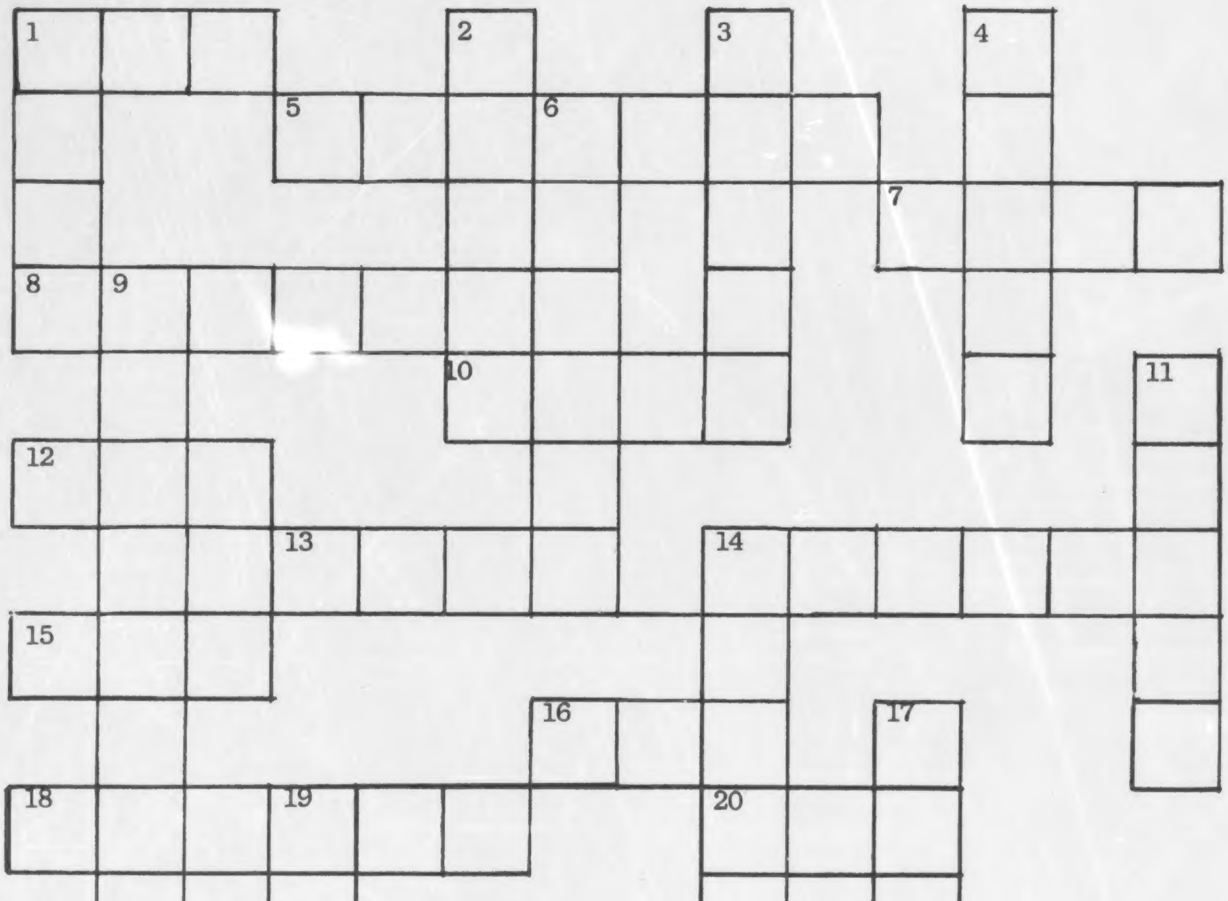
a. a can of pop
b. a cupcake
c. an ice cream cone
d. a candy bar

NAME TWO WAYS IN WHICH FOODS ARE ADVERTISED.

9. ____

10. ____

ACTIVITY SHEET #54 FUNNY FOODWORD PUZZLE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FUNNY FOODWORD PUZZLE

DIRECTIONS: All the words in this crossword puzzle have to do with FOODS. Keep a smile on your face: there are some FUNNY foodwords below!

ACROSS

1 He makes honey

5 Scardey-cat!

7 All-______ or Raisin ______

8 "Blossom" ___

10 Baseball that hits a player's head

12 4, 5, 6, 7, "______"

13 At weddings we throw ______

14 The high-priced spread

15 Chop or slice

16 A kook

18 "Get out of here!"

20 "______ for two"

22 Money (slang)

24 Go ______ (go crazy)

25 I ______ do it!

26 ______ up. (had enough)

28 I'll see you later: "______ ______ later"

29 ______wich

30 An ______ a day . . .

DOWN

1 Cow meat, or a complaint

2 Easy as ______

3 Junk car

4 Straw, cran, blue or rasp

6 Smile and say ______

9 "Let's go! (hint: green salad)

11 A dumb joke is ______

14 "Make him feel good"

17 Green vegetables with Dressing

19 Let's make Rice Krispies ______s!

21 A half-______ idea (bad thought)

23 Make a ______ (earn a fortune)

25 Birthday ______

26 Fun card game

27 Eat at 9:00--"______ at nine"

ACTIVITY SHEET #54

FUNNY FOODWORD PUZZLE KEY

ACROSS

1. Bee
5. Chicken
7. Bran
8. Flour
10. Bean
12. Ate
13. Rice
14. Butter
15. Cut
16. Nuts
18. Beat It
20. Tea
22. Bread
24. Bananas
25. Can
26. Fed
28. Meat Me
29. Sand
30. Apple

DOWN

1. Beef
2. Pie
3. Lemon
4. Berry
6. Cheese
9. Lettuce Leave
11. Corny
14. Butter him up
17. Salad
19. Treat
21. Baked
23. Mint
25. Cake
26. Fish
27. Dine

UNIT K
MANNERS MATTER

BASIC CONCEPTS: Good table manners contribute to enjoying a meal.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop competence in the appropriate use of table manners and habits by . . .			
. . . identifying good manners to use at home, at a restaurant, or in school.	Begin talking about why good manners are important during mealtime--for a relaxed and pleasant meal, to avoid unnecessary clean-up, and for social acceptance especially when eating out.	Elementary health or other textbooks. Available audio-visual aids.	Language Arts-conversation skills. Social Skills-manners at mealtime.
	Have the students compile a list of acceptable and unacceptable behavior at mealtime. In order to clearly see what type of behavior is acceptable and unacceptable, have several students role play several situations from the list.	Overhead transparency or chalkboard. Poster Set-Manners Matter, Trend Enterprises, Box 3073, St. Paul, MN 55165	Language Arts-role playing. Social Skills-manners at mealtime.
	Have the students role play different situations that happen at mealtime--acceptable and non-acceptable and make suggestions as to improving behavior. The acceptable behavior groups can be named the "Do-bees" and the non-acceptable behavior groups can be named the "NoNo's." Suggested list outlined in Activity Sheet #54, Table Manners.	F.O.O.D. For Thought, Intermediate Level, Durham City Schools, NC 27701. Activity Sheet #54, Table Manners	Language Arts-role playing, manners.

BASIC CONCEPTS: Good table manners contribute to enjoying a meal.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	Assign groups of students to role play a family eating out in a restaurant, acting out appropriate manners and courtesies including pleasant conversation.		Language Arts-conversation skills. Home Economics-social skills.
	After students have demonstrated application of acceptable mealtime behavior, arrange for the class to eat as a group in a local restaurant. Involve parents and other school personnel to join the group.		
	Have the students complete the Activity Sheet #55, How are You Doing? to self-evaluate their mealtime behavior.	Activity Sheet #55, How Are You Doing?	Manners-self evaluations.
	Have the students make posters promoting good mealtime manners and post in the lunchroom or cafeteria.	Cooperation of school foodservice director or manager.	Art-basic skills and creativity.
. . . demonstrating good manners in class, the school cafeteria and at home.	Ask the students if they contribute in some way in the preparation, service or clean-up of the evening meal at home and have them report their part in writing or orally to the class.		
	Talk with the students about their behavior in the lunchroom or cafeteria. Have the class work together to improve lunch-	Reference-Mealtime with Children, Florida Department of Education, Tallahasse, FL 30324.	

BASIC CONCEPTS: Good table manners contribute to enjoying a meal.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	time behavior. Remind the students to practice good manners during classroom food experiences.		

BASIC CONCEPTS: Correct table setting contributes to enjoying a meal.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
. . . demonstrating the proper way to set a place at the table.	Teacher or student demonstration of table setting showing the correct placement of utensils and plates. Explain that it is convenient and saves time to have everything needed on the table before beginning to eat. Ask the students what other items need to be on the table besides dishes and silverware; answers should include salt/pepper, sugar/creamer, salad dressing, etc.	Sample items for demonstration could be borrowed from school cafeteria or use paper/plastic products.	Home Economics-table setting.
	Use a teacher made poster entitled "Set a Pretty Table" to demonstrate the proper placement of utensils and plates in a marked rectangle depicting a placemat.	Bristol board for poster, magic marker, masking tape, one place setting of paper/plastic products.	Home Economics-table setting.
	Allow time for the students to practice setting a place at the table. Complete the crossword puzzle, Table Setting Needn't Be Puzzling. Encourage the students to assume the responsibility for setting the table at home.	Game Number #10, Table Setting Needn't be Puzzling from "Ice Breakers," Food and Nutrition Service, United States Department of Agriculture, Washington, DC 20250	Language Arts-spelling and vocabulary. Home Economics-table setting.
	Have the students make their own individually designed placemats from construction paper or paper towels which can be used later for classroom tasting sessions.	Paper towels and art supplies.	Art-basic skills and creativity.

UNIT K-TEST

NAME ________________

DATE ________________

DIRECTIONS: WRITE A ON THE LINE FOR GOOD MANNERS.
WRITE B ON THE LINE FOR BAD MANNERS.

______ 1. At mealtime rest elbows and arms on the table.

______ 2. Holds fork in mid-air while talking.

______ 3. Talks pleasantly during a meal.

______ 4. Places napkin on lap before beginning to eat.

______ 5. Talks with mouth full of food.

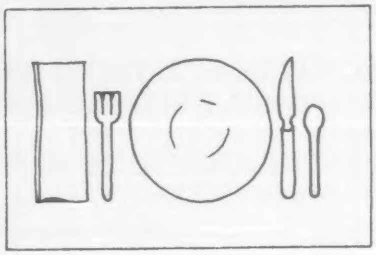
______ 6. Asks for a second helping of food by saying, "Give me some."

______ 7. At the end of a meal, asks to be excused.

______ 8. Leaves a mess at the table in the school cafeteria or lunchroom.

______ 9. Pushes food around the plate.

10. Which is the correct way to set a place at the table? _________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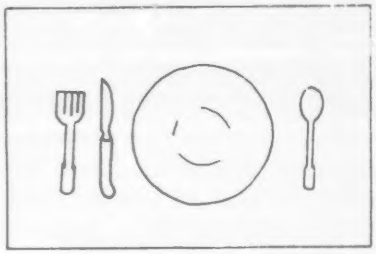
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ACTIVITY SHEET #55 TABLE MANNERS

Activities for the "Dobees"

1. Unfolds a dinner napkin halfway and places it in his lap.
2. Folds napkin and leaves it to the left of the plate.
3. Contributes to a pleasant conversation.
4. Carries food to the mouth by using a fork with the prongs up.
5. Lays knife and fork on the outer rim of the plate when they are not in use.
6. Take small bites.
7. Drinks without food in mouth.
8. Helps pass the dishes at the table before beginning to eat.
9. Says, "No, thank you," when declining a food.
10. When served a strange concoction which has never been encountered before, casts a detective eye on the hostess and does as she does.
11. Keeps arms, hands, and elbows off the table.

Activities for the "NoNos"

1. Scrubs mouth with napkin following meal.
2. Crumples up napkin and places it in the middle of his plate.
3. Discusses illnesses, operations, dental work, insects, and accidents at the table.
4. Holds knife and fork vertically as if they were weapons.
5. Places knife and fork in gangplank-fashion, half on the table and half on the plate.
6. Holds a filled fork in mid-air while talking and points it at people to emphasize remarks.
7. Drinks with a mouthful of food.
8. Says, "I like it but it doesn't like me," or "It hurts my teeth," or "It makes me fat," when declining a food.
9. Sniffs suspiciously at unfamiliar foods.
10. Chases a few peas around his plate as an idle accompaniment to his conversation.
11. Rest elbows on table while eating.

Adapted from F.O.O.D. For Thought, Intermediate Level.

ACTIVITY SHEET #56 HOW ARE YOU DOING?

DIRECTIONS: Think about your behavior during mealtime at home or in the school cafeteria. Rate your behavior by the statements below:

Score 2 points for . . . . . I Do This All The Time.

Score 1 point for . . . . . I Do This Once In Awhile.

Score 0 points for . . . . . I Never Do This.

Behavior	Points
1. Place the napkin on my lap and wipe mouth when necessary.	________
2. I do not rest elbows on the table while eating.	________
3. I do not make a lot of noise when chewing food.	________
4. I say "please" and "thank you" when asking for seconds.	________
5. I do not talk with my mouth full of food.	________
6. I sit straight in my chair during mealtime.	________
7. I speak pleasantly and quietly during mealtime	________
8. I thank the cook (mom, sister, dad) for a good meal.	________
9. I ask to be excused from the table when finished eating.	________
10. I clean-up my place at the table when finished eating lunch in the cafeteria.	________

DIRECTIONS: Add the number of points you earned ________ Total Points

LOOK BELOW TO FIND OUT WHAT YOUR SCORE MEANS!

20-16 points	YOU ARE DOING GREAT!! KEEP UP THE GOOD MANNERS!
15-11 points	YOU NEED TO TRY HARDER TO USE YOUR BEST MANNERS!
10-06 points	YOU NEED TO REMEMBER TO PRACTICE YOUR GOOD MANNERS MORE OFTEN!
5-0 points	YOU NEED TO WORK VERY HARD TO REMEMBER AND USE GOOD MANNERS MORE OFTEN!!!

UNIT L
WORLD OF WORK

BASIC CONCEPTS: People who work in the food industry and the field of dietetics and nutrition provide many products and services.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
Students will develop an awareness of careers related to the food industry and nutrition services by . . .			
. . . identifying occupations in these fields and the job responsibilities of each.	Name a series of occupations related to the food industry and nutrition services with the students naming the places the person would work and job responsibilities or vice versa. Talk about the skills, attitudes or education needed for these occupations.	Check local school library for career-education materials. Multi-Media Kit-A Growing Story, Kraft Foods, Education Department, 4626 West School Street, Chicago, IL 60641.	Language Arts-vocabulary. Career Awareness-food industry and nutrition services.
	Utilize available books and audio-visual materials to introduce the students to a variety of careers related to the food industry and nutrition services. Talk about their interest in pursuing one of the careers presented.	Filmstrip and Activity Masters-"People at Work-Farming" and "People at Work-Preparing and Serving Food," Pathescope Educational Films, Inc. and the Associated Press, 71 Weyman Avenue, New Rochelle, NY 10802. Film-"Bakery Beat," AIMS Instructional Media Services, Inc., 626 Justin Avenue, Glendale, CA 91201. Film-"People Who Work in Stores," Coronet Instructional Films, 65 South Water Street, Chicago, IL 60601.	Career Awareness.

BASIC CONCEPTS: People who work in the food industry and the field of dietetics and nutrition provide many products and services.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
		Film-"I Can Be a Food Processing Worker," ACI Productions, 35 West 45th Street, New York, NY 10036. Check local school library for additional resources.	
	Trace a food product (s) from seed to store to find out all the different workers who are involved in the farming, processing and marketing of food.	Multi-Media Kit-Project A.M., Cereal Institute, 135 South LaSalle Street, Chicago, IL 60603. More Milk, Please! and Where food Comes from, Dairy Council.	Career Awareness and Social Studies.
	When studying different states, regions of the United States or foreign countries, have the students find out what type of jobs are available related to the food industry in the specific location	Elementary Social Studies textbooks.	Career Awareness and Social Studies.
	Assign the students to find out if there are any food processing or manufacturing plants in the local area and what food products do they make? What type of workers are employed there?		Career Awareness and Social Studies.
	Assign several students to interview several people who have jobs in the food industry or nutrition services. The entire class can decide what questions to ask and who should be interviewed. Student interviewer reports to the		Language Arts and Career Awareness.

BASIC CONCEPTS: People who work in the food industry and the field of dietetics and nutrition provide many products and services.

OBJECTIVES	ACTIVITIES	RESOURCES	SUBJECT AREA FOR INTEGRATION
	class and leads a discussion about that particular profession or job.		
	Invite a speaker to talk to the class about their food/nutrition related occupation such as School Foodservice Director, Grocery Store Manager, Butcher, Waitress, Nutritionist, Baker.	Parents or local community members employed in the food industry.	Career Awareness.
	Arrange for a field trip to visit a local grocery store, bakery, restaurant or farm to observe first hand the various food-related occupation.	Local dairy, grocery store, bakery, restaurant, school cafeteria, food processing plant.	Career Awareness and Social Studies.
	FOLLOW-UP ACTIVITY: If your school sponsors a career day, be sure to include information about the food industry and nutrition services.		

UNIT L-TEST

NAME ____________

DATE ____________

MATCH THE JOB DESCRIPTION WITH THE OCCUPATION:

_____ 1. Truck Driver
_____ 2. Waitress
_____ 3. Baker
_____ 4. Dietitian
_____ 5. Food Processing Worker

A. Prepares and packages canned and frozen foods.
B. Plans special diets for people.
C. Takes customer's order and serves food.
D. Transports food from farm and factory to the store.
E. Prepares bread, cakes, cookies and rolls.

WRITE THE LETTER OF THE PHRASE WHICH BEST COMPLETES THE SENTENCE:

_____ 6. A person who cuts, weighs and often packages meat, fish and poultry is a

a. salesman   b. butcher   c. truck driver

_____ 7. A person who studies and develops new food products is a

a. cook   b. farmer   c. food scientist

NAME THREE PLACES WHERE ONE WOULD WORK IN THE FOOD INDUSTRY:

8. ____
9. ____
10. ____

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RESOURCE LIST

Company/Address	Title	Description	Approx. Cost
ACI Productions 35 West 45th Street New York, NY 10036	I Can Be a Food Processing Worker*	Explores the agricultural, manufacturing and distribution chain using the dairy industry as an example; Color film--10 min.	
	You Are What You Eat	Filmstrip from You Are What You Eat Series. About the relationship of nutrition and health.	
AIMS Instructional Media Services, Inc. 626 Justin Avenue Glendale, CA 91201	Bakery Beat*	Highlights the story of night workers racing the dawn to bake their quota of breads and cakes. Color film, without narration--15 min.	
	Nutritional Quackery*	Counteracts the conflicting claims of food faddists and emphasizes balanced diet as key to health. Color film, intermediate level--20 min.	
ABC Media Concepts 1330 Avenue of Americas New York, NY 10019	How Do You Know You're Growing up*	Points out ways children learn they are getting taller and stronger and growing mentally, emotionally and physically. Color film, primary--10 min.	
American Dental Association 211 East Chicago Avenue Chicago, IL 60611 If a resident of Pittsburgh, Pennsylvania, contact: Odontological Society of Western Pennsylvania Jenkins Arcade Pittsburgh, PA 15222	A Visit to the Dentist	Primary level booklet describing what the dentist and his office are like.	$4.10/25
	Break the Chain of Tooth Decay	Booklet which reviews ways to prevent tooth decay.	$2.05/25
	Casper Prepares Space-Age Dentistry	Primary level comic book about caring for your teeth.	$1.75/25
	Cleaning Your Teeth and Gums	Illustrated booklet describing in detail how to brush, floss and care for teeth.	$2.30/25

*Available from Allegheny Intermediate Unit Film Library

SNACK PACK
RESOURCE LIST

Company/Address	Title	Description	Approx. Cost
	D is for Dentist	Booklet for kindergarten classes only describing the dentist and his office.	$1.55/25
	Diet and Dental Health	Reference booklet which explains the relationshiop of diet and dental health.	$1.75/25
	Elementary Dental Health Posters	Set of four posters.	$1.35/set
	Eat-Brush-Floss	Poster on the care of teeth.	$1.25
	I'm Going to the Dentist	Primary level booklet in which children discuss the dentist, his job and equipment, etc.	$3.80/25
	Learning About Your Oral Health, Level I Grades K-3, Level II Grades 4-6	Teaching kit for a prevention-oriented school program including lesson plans, transperancies, spirit masters and sample copies of pamphlets.	$4.00
	Plaque Control Kit	Kit for a class of 35 including toothbrushes, dental floss, disclosing tablets, Eat-Brush-Floss stickers, pamphlets, Your Teeth and Gums pamphlet.	$5.00
	Showdown at Sweet Rock Gulch	Awareness film about the prevention and removal of plaque on teeth. Color film--13 min.	$4.00 Rental
		Booklet for parents which present questions and answers related to dental care of children's teeth.	$3.25/25
	The Munchers: A Fable	Animated teeth and food that sing and dance to show the importantance of a well-balanced diet. Color film--10 min.	$4.00 Rental

SNACK PACK
RESOURCE LIST

Company/Address	Title	Description	Approx. Cost
	Teeth Are Good Things To Have*	Tells of the important role your dentist, toothbrush and dental floss play in caring for teeth and gums. Color film--13 min.	$2.00 Rental
	Teeth Are For Keeping	Provides information about the preventive care of teeth. Color film--10 min.	$4.00 Rental
	Your Child's Teeth	Booklet designed for parents which explains facts about teeth, oral diseases and dental care.	$2.80/25
	Your Teeth and What They Do	Illustrated booklet which explains the parts, types and jobs of teeth and how teeth decay.	$1.60/25
Allegheny County Health Department Nutrition Services 405 Jones Law Annex 311 Ross Street Pittsburgh, PA 15222	Many other booklets and pamphlets about specific nutrition and health topics are available upon request.		
	Lunchbox Ideas	Informative leaflet about the lunch meal including many suggestions for brown bag lunches.	Free
	Food Labeling--What's In It For You?	Informative booklet which explains the information on the label and how to use it.	Free
	Pick Snacks That Say "Go"	Informative leaflet about ideas and recipe for snacks.	Free
	Safe, Hot Weather Foods	Leaflet which suggests food for safe use in hot weather.	Free

SNACK PACK
RESOURCE LIST

Company/Address	Title	Description	Approx. Cost
American School Food Service Association 401 East Iliff Avenue Denver, CO 80222	Activity Fun With Foods	Children's game book of worksheets about foods and nutrition.	$.50
	Yummy Rummy	Foods and nutrition card game for students to learn better ways to plan meals.	$1.50
Armour and Company Public Relations Department P. O. Box 9222 Chicago, IL 60609	Food Source Map	Poster-size map identifying food sources.	$2.00
Avis Films 2408 West Olive Avenue Burbank, CA 91506	Four Food Groups*	Discusses the four food groups; the specific contributions of the key nutrients and importance of a balanced diet. Color film--11 min.	
Barnell Loft, Inc. 958 Church Street Baldwin, NY 11510	Words to Eat--Picto-Cabulary Series	Reading and vocabulary individualized learning kit covering the topic of foods.	$40.00
BFA Educational Media 2211 Michigan Avenue P. O. Box 1795 Santa Monica, CA 90406	Food For the City: Produce*	Explains many people are needed to supply produce. Shows how a food is planted, harvested, processed. Color Film--12 min.	
	Food For the City: Wheat and Flour*	Shows the workers, equipment and processes needed to produce wheat and make it into flour. Color film--11 min.	
Blue Cross Association 840 North Lake Shore Drive Chicago, IL 60611	Food and Fitness-Blueprint For Health	Reference booklet containing articles pertaining to nutrition and health.	Single copy free
Bull Publishing Company P. O. Box 208 Palo Alto, CA 94302	*The New Nuts Among the Berries*, Ronald M. Deutsch	Nutrition reference book.	$8.95

SNACK PACK
RESOURCE LIST

Company/Address	Title	Description	Approx. Cost
Center for Science in the Public Interest 1779 Church Street Washington, DC 20036	Creative Food Experiences for Children	Informative guide with many detailed food learning activities and resource section.	$4.00
Cereal Institute, Inc. 111 Plaza Drive Schaumberg, IL 60195	Alexanders Breakfast Secret	Multi-media kit for primary grades—filmstrip, record, listening game, duplicating masters and teacher's guide.	Free
	It's Breakfast Time	Activity folder with ditto masters about breakfast and nutrtion.	Free
	Project A.M.--Today's Foods and Breakfast; An Inside Story--Making Cereals	Multi-media kit for intermediate level which includes two filmstrips with records, duplicating masters and teacher's guide.	Free
	See the Facts About the Foods You Eat	Informative booklet about nutrition labeling.	Free
Channing L. Bete Company 45 Federal Street Greenfield, MA 01301	The A-B-C's of Good Nutrition	Student booklet including information about nutrients, Basic Four, balanced diet and caloric needs.	$.35
David C. Cook Publishing Company 850 North Grove Avenue Elgin, IL 60120	A Trip To The Farm Set Plants and Seed Set Transportation Set	Sets of teaching pictures about each topic including teacher's guide.	$3.75 each
Cooperative Extension Service:			
Allegheny County Cooperative Extension Service Room 315, Jones Law Building 311 Ross Street Pittsburgh, PA 15222	Parade of Holidays	Series of lesson plans for the selection and preparation of snacks for holiday occasions.	Free

SNACK PACK
RESOURCE LIST

Company/Address	Title	Description	Approx. Cost
New York State Cooperative Extension Service Cornell University Room 1013-11 Park Place New York, NY 10017	Snacks Teaching Guide	Teaching guide including lesson plan idea for suggested nutritious, low-cost easy to prepare snacks.	$1.00
University of Kentucky Cooperative Extension Service Lexington, KY 40506	Johnny Goes To Nutrition Land	Booklet in story form which reviews the key nutrients and their food sources.	Free
	Make Your Snacks Count	Booklet about selecting snack foods and their contribution to daily nutrition.	Free
Coronet Instructional Films 65 South Water Street Chicago, IL 60601	Farms Around The World*	Explain how farmers in different parts of the world plant, cultivate and harvest. Color film--11 min.	
	Foods We Eat Series: Vegetables, Grains, Fruit, Dairy Products, Meat and Poultry, Fish and Seafood	Set of 6 filmstrips with records and teacher's guide.	$53.00
	Good Eating Habits*	Humorous comparisons between bad eating habits of zoo animals and children displaying good eating habits. Color film--10 min.	
	Kitchen-Handle With Care	Animated filmstrip which cleverly explains safety rules in the kitchen.	
	Living in the United States Series*	Presents living and working in six regions of the United States. Color film--approximately 15 min.	
	Moving Goods in The Community*	Tells how it takes several kinds of transportation to bring us the things we need. Color film--11 min.	

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Company/Address	Title	Description	Approx. Cost
	People Who Work in Stores*	Career Awareness film which gives glimpses of the behind the scene activities of store personnel. Color film--11 min.	
Creative Craft Books Children's Press 1224 West Van Buren Street Chicago, IL 60607	How To Have Fun Making Breakfast	Cookbook for children with suggestions for a nutritious breakfast.	$4.45

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Company/Address	Title	Description	Approx. Cost
Dairy Council--Contact the Dairy Council office serving your area: Food, Nutrition and Dairy Council Shadyside Center 5100 Centre Avenue Pittsburgh, PA 15232 (412 682-3373 Dairy Council, Inc. 1225 Industrial Highway P. O. Box 129 Southampton, PA 18966 (215) 322-0450 National Dairy Council 6300 North River Road Rosemont, IL 60018 NOTE: Some Dairy Council offices will provide materials at little or no cost.	Alexander Learns Good Health	Film about Alexander who practices poor health habits but improves his habits in order to pitch a winning game. Primary Level--10 min.	Loan Basis
	Be Healthy! Be Happy!*	This film teaches five important good health rules. Primary Level--11 min.	Loan Basis
	Big Ideas In Nutrition Education And How To Teach Them; Grades K-3 and Grades 4-6	Teaching guide from Big Ideas workshop which details lessons on nutrition and related health and consumer education concepts.	
	Big Dinner Table	The body's need for food is explained as well as the Basic Four food group pattern and nutrients provided. Family mealtime in 34 worldwide locations is shown. Color film--11 min.	Loan Basis
	Comparison Charts	Kit which includes 60 bar graphs illustrating the nutrient profiles of popular foods, teacher/leader's guides and two spirit masters.	$5.50
	Do You?	Poster and mini-poster with teacher's guide focusing on brushing, food choices and visiting the dentist for good dental health.	$.30/poster $.05/mini-poster
	Dairy Farm*	Film about a mid-western dairy farm. Primary and Intermediate Level--15 min.	Loan Basis
	Every Day--Eat the 3-2-4-4 Way!	Poster and miniature with teacher's guide of Basic Four food group illustrations.	--
	Foods--Fad and Facts	Film which demonstrates that nutri-	Loan Basis

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Company/Address	Title	Description	Approx. Cost
		tious foods may be purchased at regular markets. Intermediate Level--17 min.	
	Food Models	Colored, life size, die-cut models of a variety of food with food values and their contributions to U.S. RDA and NRC-RDA printed on the back; teacher's guide included.	$5.50/set
	For Good Dental Health, Start Early	Booklet which describes way in which parents can help their children have good dental health.	$.15/each
	Good Eating Habits*	Film which humorously shows how good eating habits contribute to a pleasant mealtime and better health. Primary and Intermediate Level--11 min.	Loan Basis
	Great Vitamin Mystery	Booklet with teacher's guide includes historical tales related to the discovery of five vitamins. The functions and sources of nutrients and direction for food experiments are also included.	$.60
	Guide to Good Eating	Poster and Mini-poster leaflet presenting the Basic Four food groups as a basis for a daily food guide with teacher's guide.	$.75/poster $.05/mini-poster
	Have A Healthy Smile!	Color poster and mini-poster to stimulate class discussion about preventive dental care and teacher's guide.	$.30/poster $.05/mini-poster
582	How A Hamburger Turns Into You*	Film which shows the digestive process and metabolism of protein. Intermediate Level--19 min.	Loan Basis

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Company/Address	Title	Description	Approx. Cost
	How I Grow Tag	Individual heighth and weight chart for children.	Out of Print
	How Your Body Uses Food	Booklet and teacher's guide which explains the digestion, transportation and use of nutrients in the body and the use of U.S. RDA and nutrition labeling.	$.40
	Living and Growing	Film for the primary grades by which children learn that people need the same things for living and growing as animals.	Loan Basis
	Meals and Snacks For You	Set of four colorful posters with teacher's guide picturing children eating a nutritious breakfast, lunch, dinner and selection of snacks designed to encourage discussion of wise food selections.	$1.20
	More Milk, Please	Booklet with teacher's guide which shows the importance of our milk supply and the interdependence of rural and urban areas.	$.50
	Nutrition Source Book	An excellent reference for teachers in nutrition education emphasizing a nutrient approach in teaching.	$2.00
	Showdown at Sweet Rock Gulch	Film which creatively reinforces the importance of regular dental care to remove plaque and prevent decay. Intermediate Level--15 min.	Loan Basis
	Stanley Takes A Trip*	Several animals take Stanley for a trip to discover foods for health which are	Loan Basis

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Company/Address	Title	Description	Approx. Cost
		based on Canada's Food Rules, Primary Level film--10 min.	
	Teeth Are For Chewing	Describes how various animals use their teeth as natural tools in comparison to man's teeth needed for chewing and saved by cleaning with the toothbrush. Color film--11 min.	Loan Basis
	Tooth Town, U.S.A.	Multi-Media kit which supplies information on brushing, flossing, and snacks for the students to make their own decisions for good dental care. Includes filmstrip, cassette, teacher's guide, poster and 30 booklets for parents.	$12.00
	We All Like Milk	Set of 12 study prints of mammals. Teacher's guide is on the back of each print.	$3.00
	What Did You Have For Breakfast This Morning?	Poster depicts youngsters from different ethnic groups to help children recognize food habits can be different but still good.	$.80
		Activity leaflet provides space for planning menus.	$.15
		Teacher's guide tells about food habits in the countries of the children pictured.	$.50
	What's Good To Eat*	Film showing a twelve year old boy learning how the body uses nutrients and how to use the Basic Four Food Groups. Intermediate Level--17½ min.	Loan Basis

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Company/Address	Title	Description	Approx. Cost
	What We Do Day by Day	Set of 12 study prints showing health practices for young children. Teacher's guide is on the back of each print.	$3.00
	Where We Get Our Food	Booklet which explains where dairy foods, fruit and vegetables, eggs, cereals and meats come from and workers who help bring the food to us.	$.60
	Your Health--How Can You Help?	Booklet for primary level explaining daily practices for good health	Out of Print
Dandelion 4165 Fowler Drive Bellbrook, OH 45305	Dandelion-The Lion Who Lost His Roar	Storybook or slide set about the results of poor nutrition for primary grades.	$.50/booklet $17.50/slide set
John Day Company, Inc. 666 Fifth Avenue New York, NY 10019	Eating and Cooking Around the World, Eric Berry	Children's book describing food customs around the world.	$3.95
Durham City Schools Durham, NC 27701	F.O.O.D. For Thought	Nutritional and health education curriculum manual for primary and intermediate level.	$3.00/each
Educational Activities, Inc. P.O. Box 392 Freeport,NY 11520	Nutrition For Little Children	Filmstrip, record and teacher's guide for Grades K-3.	$12.95
	Nutrition For You	Two filmstrips, record and teacher's guide for Grades 4-8.	$12.95
Encore Visual Education, Inc. South Victory Boulevard Burbank, CA 91502	Snack Facts	Filmstrip and cassette tape presenting information about selecting snack foods.	$18.50

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Company/Address	Title	Description	Approx. Cost
Encyclopedia Britannica Educational Corporation 425 South Michigan Avenue Chicago, IL 60611	Your Teeth*	Uses animation to show how first teeth are formed and how replaced by permanent teeth. Stresses importance of good dental habits and food.	
Florida Department of Education Tallahassee, FL 30324	Mealtime with Children	Booklet for teachers and cafeteria personnel reviewing how to react to students behavior in the cafeteria.	$.50
Florida Department of Citrus School Services Division Lakeland, FL 33802	Every Day We Get Up	Student pamphlet or activity sheet about the morning routine.	$.50
Golden Press 175 Community Drive Great Neck, NY 10025	Betty Crocker Recipe File	Collection of recipes in categorized file.	$25.00
Green Giant Company 5601 Green Valley Drive Minneapolis, MN 55437	How to Be Polite to Giants and People	Colorful student booklet about manners.	$.50
	Play It Safe	Colorful student booklet about good safety practices for children.	$.50
	See How They Grow	Poster on vegetables from Versatile Vegetables poster set.	Free
	A Nice Sneeze Covers a Kerchoo with a Handkerchief Please and Thank You Go Together This is a Sulker or a Pouter When a Person is Standing Next to You, There is No Need to Shout	Set of four colorful posters about manners and health habits.	Free

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Company/Address	Title	Description	Approx. Cost
Grosset and Dunlap 51 Madison Avenue New York, NY 10010	Cup and Saucer Chemistry	Book which explains how to conduct experiments with foods.	$3.50
Guidance Associates 41 Washington Avenue Pleasantville, NY 10570	Learning To Be A Wise Consumer Series: I - Who Is A Consumer II - Consumer Choices III - Buying Wisely	Series of filmstrips with cassette tapes which effectively explains a variety of topics related to consumer education.	$79.50
Hayes School Publishing Company, Inc. 321 Pennwood Avenue Wilkinsburg, PA 15221	Health Posters-Set 1, Primary Grades	Eleven posters with suggestions to stimulate discussion of health and hygiene	$1.00
Ideal Pictures 3910 Harlem Road Buffalo, NY 14226	A Look At Your Health*	Harold, the computer, is introduced and explains the importance of nutrition, proper hygiene, rest and exercises. Primary Level, color film--13 min.	
Imperial Film Company Lakeland Florida 33803	Safety on the Playground and In the Cafeteria	Filmstrip which reviews safety tips in school.	$15.00
International Apple Institute 2430 Pennsylvania Avenue Washington, DC 20037	Billy Meets Tommy Tooth	Filmstrip for primary grades depicting how Tommy learns to take care of his teeth.	$3.00
	Gateway to Health (on the reverse side of "Good for Me" handout)	A teaching unit to promote dental hygiene and better eating habits. Includes suggested activities and an 8½ x 11" student poster.	$.12/each
592	The A-B-C's of Good Nutrition	Includes information about nutrients, Basic Four, balanced diet and calorie needs.	$.25/each 593

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Company/Address	Title	Description	Approx. Cost
William G. Johnston Company P. O. Box 6759 1139 Ridge Avenue Pittsburgh, PA 15212	Good Health Ways	Workbook about nutrition health and safety for children.	$1.40
Kansas Department of Education Education Building 120 East Tenth Street Topeka, KS 66612	Economic Education Through Literature for the Primary Grades	Manual identifying literature related to economic education for Grades K-3.	#3.00
Kellogg Company Department of Home Economics Services Battle Creek, MI 49016 or Education Department 4626 West School Street Chicago, IL 60641	Breakfast U.S. A. Game	Learning game about breakfast.	Free
	Breakfast-Your Way to a Better Day	Pamphlet about breakfast and breakfast foods.	Free
	Eat a Better Breakfast Set	Three colorful breakfast food posters	Free
	Energize at Sunrise and Energy 365 Game	A nutrition education teaching kit including lesson plans and spirit masters and learning game about breakfast and energy.	$1.00 set
	The Growing Story	An inquiry approach to nutrition and career education. Kit includes program guide, wall poster, six transperancies, spirit masters filmstrip and record.	$12.00
	Make Your First Score For Breakfast	Leaflet for students to keep a record.	Free

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Company/Address	Title	Description	Approx. Cost
Learning Arts P. O. Box 917 Wichita, KS 67201	4-4-3-2 Way!	Filmstrip with tape about using the Basic Four Food Group as a guide to good eating.	$12.00
Learning Media Corporation 231 North 63rd Street Philadelphia, PA 17043	What Happens to a Hamburger	Filmstrip and record which explains the digestive process and how food is used by the body.	$16.00
J. B. Lippincott Company East Washington Square Philadelphia, PA 19105	Science Experiments You Can Eat, Vicki Cobb	Paperbook book which explains how to complete experiments with food to demonstrate various scientific principles.	$2.50
Manufacturing Chemists Association 1825 Connecticut Avenue, N.W. Washington, DC 20009	Food Additives--Who Needs Them?	Informative booklet for the teacher to use as a reference about food additives, labels and regulations.	Free
McDonald Corporation Box 2594 Chicago, IL 60690	McDonald's Nutrition Action Pack	Teaching kit for primary grades including lesson plans and spirit masters to introduce nutrition and health concepts.	$1.00/set
Modern Talking Pictures Service, Inc. 2323 New Hyde Park Road New Hyde Park, NY 11040 or 910 Penn Avenue Pittsburgh, PA 15222	Doing Great Things	Film which promotes basic nutrition awareness for youth. Grades 4-8--14 min.	Loan Basis
	The Great Food Show	Basic nutrition concepts are presented in an entertaining storyline involving situations with knights and dragons, color film--15 min.	Loan Basis
	The Haunted Mouth	Presents unique approach to preventive dentistry, color film--13 min.	Loan Basis
	A Journey Through Nutrition Land	Children on a campout take an unexpected trip to nutrition land, where all of the basic elements of nutrition are introduced. Grades 2-6, color film--13 min.	Loan Basis

Company/Address	Title	Description	Approx. Cost
	Showdown at Sweet Rock Gulch*	Film about dental care.	Loan Basis
Montclair State College Nutrition Education Service Center Upper Montclair, NJ 07043	Teach Nutrition With Bulletin Boards	Illustrated collection of foods and nutrition related bulletin board idea.	$2.50
	Teach Nutrition with Games	Descriptive collection of game ideas for nutrition and health concepts.	$2.50
Money Management Institute Household Finance Corporation Prudential Plaza Chicago, IL 60601	Your Food Dollar	Informative reference booklet including information about labeling, buying guides and shopping for food.	$.25/each
Nasco Ft. Atkinson, WI 53538	Lab-Aids Food Analysis Kit	Kit including equipment and solutions to conduct food-nutrient experiments.	$12.95
National 4-H Service Committee 59 East Van Buren Street Chicago, IL 60605	All American Foods--a 4-H Learn To Cook Project	Teacher/Leader's guide and student booklet based on 4-H club format about food customs in the United States.	$.75
	Foods with International Flavor	Teacher/Leader's guide and student booklet based on 4-H club format about food customs around the world.	$.75
National Live Stock and Meat Board 444 North Michigan Avenue Chicago, IL 60611	Food To Grow On	A booklet about food and Basic Four Food Group with activity sheets included.	$.50
	Test Your Food Power and Mystery at the Food Power Tower.	Teaching Kit--30 pupil readers, 30 arithmetic booklets and teacher's guide using nutrition, food and health topics.	$2.00
Pathescope Education Films, Inc. 71 Weyman Avenue New Rochelle, NY 10802	People At Work-Farming	Multi-media kit including filmstrip, record and spirit masters.	$25.00/each
	People At Work-Preparing and Serving Food	Multi-media kit including filmstrip, record and spirit masters.	$25.00/each

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Company/Address	Title	Description	Approx. Cost
Pennsylvania Department of Education Bureau of Administration and Management Support Services Box 911 Harrisburg, PA 17126	Pennsylvania Curriculum Series on Nutrition:		
	Food and You - Portfolio I--Elementary Level	Portfolio of elementary nutrition lessons with a teacher reference section and reprints of teacher and student materials.	Free
Pennsylvania Department of Health Division of Nutrition 505 Pennsylvania State Office Building 300 Liberty Avenue Pittsburgh, PA 15222 or P. O. Box 90 Harrisburg, PA 17120	Animals As A Tool For Teaching Nutrition, H 306-014-P	Teacher's guide for classroom animal experiments.	Free
	Give Them a Break-Give Them a Good Breakfast	Leaflet about the importance of breakfast for parents.	Free
	Superstitious Side of Eating	Reference booklet which looks at common food fallacies as compared to food fa facts.	Free
	Organic Foods--Why and Why Not	Fact sheet about organic foods.	Free
Proctor and Gamble Teaching Aids 3261 Spring Grove Avenue Cincinnati, OH 45214	Teaching About Advertising	Multi-media kit which explains how an advertising compaign is planned and how to evaluate advertisements.	$7.00
G. P. Putnam and Sons 200 Madison Avenue New York, NY 10016	Let's Go To The Supermarket	Children's book on what to see and do while shopping ina grocery store; intermediate level reading level.	$4.00
Q-ED Productions P. O. Box 1608 Burbank, CA 91507	Nutrition: Food, Fuel and Energy	Multi-media kit designed to motivate inquiry about foods and nutrition.	$20.00

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Company/Address	Title	Description	Approx. Cost
Red Cross--Allegheny County Chapter 200 Fourth Avenue Pittsburgh, PA 15222	Health and Safety Posters Infant Nutrition Pamphlets	Literature, posters and reference materials on nutrition and health.	Free
Saint Mary's College Press Winona, MN 55987	What's In Food	An activity-coloring book about nutrition for children, their parents and teachers.	$2.40
Sandler Institutional Films, Inc. 1000 North Poinsetta Place Hollywood, CA 90046	Exposing Those Bad Habits--Junk Food Film	Film which explores bad eating habits specifically junk foods.	Loan Basis
School Nutrition Education Curriculum Study (SNECS) Pennsylvania State University Beecher-Dock House University Park, PA 16802	Nutrition Education In a Changing World	Collection of lesson plans in unit format for preschool, primary, intermediate, junion high and secondary level.	$8.00/each
Scott, Foresman and Company 99 Bower Drive Oakland, CA 97436	Breakfast Floor Puzzle	Floor-size puzzle about the breakfast meal.	$10.30
	Talkstarters At the Store	Kit including picture-series, cut-out food models, divided display board and teacher's guide.	$15.00
Sperry and Hutchinson Company 2900 West Seminary Drive Fort Worth, TX 76133	How to be a Better Shopper	Excellent reference booklet for the teacher to plan class discussions and activities about shopping.	Free
Standard Brands Educational Service P. O. Box 2695 Grand Central Station New York, NY 10017	Mr. Peanut's Guide to Nutrition	Booklet explaining the basics of nutrition with paper and pencil activities.	Free
Sunkist Growers, Inc. P. O. Box 788 Valley Annex Van Nuys, CA 91409	#1-Count Dracusnak vs. the Sunkist Kid	Flannelboard stories with illustrations includes a puppet.	$3.00/kit

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Company/Address	Title	Description	Approx. Cost
	#2-Ollie & the Orange #3-Paintpot McStroke's Masterpiece #4-Pedro's Gift to Ollie #5-Smile, Ralph, Smile		
Trend Enterprises, Inc. P. O. Box 3073 St. Paul, MN 55165	How Plants Grow Health Hints Key Nutrient Characters Manners Matter	Cut-out figures with information related to each topic. Excellent for bulletin board or display.	$3.50/each
Troll Associates 320 Rt. 17 Mahwah, NJ 07430	Manners to Grow With	Filmstrip from Health and Safety for Young People Series.	$10.00
United Learning 6633 West Howard Street Niles, IL 60648	Nutrition/Basic Four	Filmstrip which reviews the importance of good nutrition and explains the Basic Four.	$15.00
United States Department of Agricultural Research Service Washington, DC 20250 or Food and Nutrition Information and Educational Materials Center National Agricultural Library Room 304 Beltsville, MD 20705 or Pennsylvania Home Economic Extension Service 323 Agriculture Administration Building Pennsylvania State University University Park, PA 16802	Mulligan Stew	Comic book including interesting stories and activities about nutrition and health. Film or video cassette is available for each story included in the comic book.	Free

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Company/Address	Title	Description	Approx. Cost
United States Department of Agriculture Food and Nutrition Services 500 Twelfth Street, S.W. Washington, DC 20250 or Room 1504 Federal Building 1000 Liberty Avenue Pittsburgh, PA 15222	Good Foods Coloring Book	Coloring book about foods which introduces the Basic Four Food Groups for the primary level.	Free
	Ice Breakers	Collection of paper and pencil games about foods and nutrition to be used as a source of reproducibles.	Free
	Food Facts and Fun with Butter Book	Comic book format intriques students to read about the basics for good nutrition and health.	Free
United States Department of Health, Education and Welfare Public Health Services Food and Drug Administration 5600 Fisher Lane Rockville, MD 20852	FDA Consumer Memo-Nutrition Labeling: Terms You Should Know	Fact sheet about nutrition labeling including explanation about nutrients and chart of U.S. RDA.	Free
	Mini Lessons From FDA--Nutrition: Using the U.S. RDA	Lesson plan for teaching students how to use the nutrition information on a label.	Free
	Read the Label, Set A Better Table	Informative illustrated leaflet describing nutrition labeling and how to use it.	Free
		Poster with illustration and explanation of nutrition information panel.	$.30/each
United States Government Printing Office Superintendent of Documents Washington, DC 20402 or Consumer Information Pueblo, CO 81009	Basic Four Leaflets: Meet Molly-Moo Fred-The Horse Who Likes Bread Gussie Goose-Fruit and Vegetable Group Mary Mutton and the Meat Group	Set of four paper and pencil activities about each of the Basic Four Food Groups.	Free

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Company/Address	Title	Description	Approx. Cost
	Eat a Good Breakfast To Start a Good Day-080C	Booklet about the importance of breakfast and suggested food plan.	
	Food Is More Than Something To Eat-085C	Informative booklet about nutrients, Basic Four Food Groups, nutrition labeling and food needs for different ages.	Single copy free
	How Food Affects You	Illustrated booklet identifying the key nutrients, their functions and sources.	$.80
	The Things the Professor Forgot	Booklet for children which explains the Basic Four Food Group; food in each group and amount needed each day.	Single copy free